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ABSTRACT

The literature review reported here was conducted to assess the state of knowledge and attitude of those writing about adult learning and education and to determine how terms were used in that body of literature. (The ultimate goal was development of a handbook of descriptors for use in communicating about learning opportunities for adults.) Focus in the eight chapters is on trends in the decade: (1) reviews general works (dictionaries, histories, statistical works, classification, philosophical works), (2) deals with literature defining the nature of the adult learner and adult development, (3) uses a primary function typology to describe providers (institutions, organizations, groups, and individuals offering adult learning experiences), (4) follows a question/answer format to examine motives, objectives, and needs of learners and providers, (5) related motivation for learning to available learning experiences, the methods of study, and the supporting framework for adult education, (6) addresses the questions of resources of four kinds: human, financial, physical, and time, (7) examines the interaction between individuals and the community as learning opportunities are explored, and (8) presents an example to demonstrate the effectiveness of the categorical descriptors (adult learners, providers, objectives, outcomes, content, methods, functions, and resources) in describing the literature of adult learning opportunities. The 342-item bibliography (selected from 650) concludes the review. (FP)

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NATIONAL CENTER FOR HIGHER EDUCATION MANAGEMENT SYSTEMS

LEARNING OPPORTUNITIES FOR ADULTS:

A LITERATURE REVIEW

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October 1977

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PREFACE

This document grew out of the project "Learning Opportunities for Adults: A Handbook of Descriptors,"* at the National Center for Higher Education Management Systems (NCHEMS). The Handbook Project is being funded by the National Center for Education Statistics (NCES), an agency of the Department of Health, Education and Welfare (DHEW), and is being carried out by NCHEMS, a nonprofit research and development organization located at Boulder, Colorado. The major product of the Project will be a Handbook, intended for use by NCES and other federal agencies, state agencies, institutions, and individual practitioners. The Handbook will not be a dictionary, but a guide to descriptors of learning opportunities for adults which can help in communicating about such opportunities. It is intended to be a valuable source to those who conduct surveys and questionnaires, draft legislation and administrative regulations, describe programs and course offerings, and write publications and professional correspondence.

In formulating the Handbook, three important means of reaching an understanding of the state-of-the-art were used. The staff visited practitioners in a broad variety of organizations and programs serving adult learners (all branches of adult and continuing education) to get input about their work and information needs. A thorough review of the existing NCES Handbooks was made, and a comprehensive review of the literature was undertaken. The purpose of the

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* Hereafter referred to as the Handbook Project or the Project, and the product a Handbook.

literature review was to assess the state of knowledge and attitudes of those writing about adult learning and education and to determine how terms were used in that body of literature. Included in the review were books, monographs, journal articles, technical reports, government documents, annual reports of various organizations, occasional papers, and dissertations.

The Project began with a tentative set of descriptors for major areas of interest. These categorical descriptors are: adult learners, providers, objectives, outcomes, content, methods, functions, and resources. The literature review, the analysis of the NCES Handbooks, and the on-site interviews tested these categorical descriptors against the experience of those working with and writing about learning opportunities for adults. The search for appropriate literature began with the ERIC data base. An exhaustive search of ERIC turned up several thousand items published since 1970. Examination of abstracts revealed that some ERIC terms were not useful for retrieving appropriate literature. A second pass reduced the number of relevant items to about 500. Further selection continued throughout the literature review process. In addition to the ERIC search, other sources provided large amounts of material: resources of the libraries of the University of Colorado and the Western Interstate Commission for Higher Education, bibliographies and reference lists from publications in the field, and references recommended by practitioners and academicians working with adults. In large measure, it was found that the literature could be adequately represented by the descriptor categories, with some modifications.

One possible limitation of the literature review is its necessarily academic orientation. Much of the literature is authored by the higher education academic community, including faculty and administrators in programs which

prepare adult educators and those who do research in adult and continuing education. Many views in the literature may not be representative of the practitioner point of view. It is hoped that this limitation is offset by the project's attention to soliciting the practitioner point of view in its on-site interviews and its work with representatives of many organizations on its planning groups. However, the literature provides an important source of information about adult learning opportunities. Extensive reading was used to refine the original categories of descriptors to bring them into line with the written materials. Attitudes toward adults, their development, and their learning experiences are reflected in the literature and necessarily form the basis for informed opinion about adult learning opportunities. With a firm basis in both the written and practical tradition, the Handbook's utility should be enhanced.

The major product of the Project, the Handbook, grows out of the exploratory activities: on-site interviews, analysis of the NCES Handbooks and literature review. From these inputs, the original categories of descriptors were refined and three important ideas emerged:

1. Communication is a continuing problem at the local, state, regional, and national levels.
2. There is a need for a shared perspective and agreed-upon descriptors for effective communication about learning opportunities for adults.
3. Descriptors of learning opportunities for adults can be organized and defined in order to promote effective communication.

The present work provides a synthesis of major items in the literature, presented from the proposed shared perspective of the Handbook Project. Each of the essays concerns an important issue in adult learning; major points about the issue made in the recent literature are summarized. Although the literature survey revealed many bibliographies, several of them comprehensive, it failed to locate any which further synthesized the literature by adding a narrative review assessing the state-of-the-art. Input to the project indicated that this kind of review would be helpful at this time. Therefore, although this literature review document was not a major intent of the Project, it is being disseminated in the hope of providing a needed summary of important issues and of setting the Handbook Project in a historical perspective. Presented as it is, within the framework suggested by the Project for examining and describing learning opportunities for adults, it also provides an example of how the Project's focus can be applied.

Audience

The document is aimed at those desiring to inform themselves about learning opportunities for adults and to be directed toward sources in specific parts of the body of literature in this area. Professors and students of adult education needing a refresher on what is happening in the literature may find it helpful. Administrators of programs at the local, state, and federal level may use it to find leads to particular pieces of information they lack. State level practitioners may find it is an aid in giving information to those who call upon them for bibliographic help. Readers of proposals can discover some

important sources of information here. In so using the document, perhaps they will come to see the value of the unified perspective and language it advocates.

Literature Review

The literature review began with the intention of examining materials on adult and continuing education. Before long, certain key concepts emerged which pressed for a re-thinking of that scope. Important issues needing differentiation were: adult education vs. adult learning; formal, informal, and non-formal aspects of education; traditional vs. non-traditional programs and students; and the learner-based viewpoint vs. the institutional viewpoint. Other terms needing clarification were: adulthood, community, lifelong learning, and self-directed learning. Consideration of these matters led to the decision to broaden the scope of the Project to include all learning opportunities for adults.

Although traditional views have sometimes confused learning with education and have typically taken the perspective of the providers of education as their chief window on adult learning, it was decided that this Project would consider all learning opportunities for adults as its purview and would take multiple perspectives on that broad topic. Learning opportunities include traditional courses of all kinds, but are not limited to courses or educational offerings of organizations and institutions. They also include the opportunities adults provide for themselves, using whatever resources they can, such as library and museum collections, individual mentors, and commercial sources of all kinds.

Together with this broad scope, multiple perspectives are possible and desirable: one can look at this group of experiences from the perspective of the individual participant, from that of the provider in general or of specific providers or segments of adult/continuing education, or from a community point of view. The term learning opportunities is considerably broader, therefore, than adult education, adult learning, continuing education, or even lifelong learning. However, much of the literature is limited to one or more of these restrictive terms. Throughout this document, both the narrower and the broader terms will be used, depending on the context under consideration. The scope of the project remains, however, the broad area of learning opportunities for adults.

Organization

This work is divided into two volumes. Volume One contains eight chapters on learning opportunities for adults and a bibliography. Volume Two is an annotated bibliography. The chapter topics have been chosen because they represent trends in the literature of adult learning in this decade. They also show how the unifying perspective of the Project can be applied to the topic. These chapters make explicit the background of the work on the Project. They describe learning opportunities for adults from the multiple perspectives of the adult learner, the provider, and the community. They also represent development in the topics themselves over the life of the Project. For instance, in surveying the literature, it became evident that there was a category of written work not represented by the descriptors -- general works such as dictionaries, histories, bibliographies, statistical treatments,

classifications, and philosophical works. After the preparation of the first draft of the literature review, there was some criticism that the work still failed to provide a synthesis -- although it took new perspectives and adequately analyzed the topic of learning opportunities for adults, it did not put things back together in a unified way. Therefore, Chapter I treats general works and attempts such a synthesis. Chapter II is on Adult Learners; Chapter III on Providers; Chapter IV on Objectives and Outcomes; Chapter V on Content, Methods, and Functions; Chapter VI on Resources; Chapter VII on Community; and Chapter VIII is a conclusion.

The bibliography which constitutes the second volume is highly selective. Approximately 650 items were examined for the Project; 450 of these were synopsized in detail. Of these, 342 have been selected for inclusion. They appear in alphabetical order at the end of Volume One, and in Volume Two with annotations. Numbers in parentheses which appear in the text refer to the entry numbers in the bibliography.

Limitations

The bibliography is selective rather than comprehensive. The time period covered is roughly 1970-1977. However, often the germinal idea for certain topic antedated 1970 -- in such instances, the earlier work is included. Certain areas are not covered extensively, although they may be mentioned briefly in other contexts: 1) international adult education; 2) extended degree programs; 3) regular on-campus degree programs; and 4) legislation.

1) Material about international aspects of adult education is not treated separately. An excellent review of such materials was published by Kulich (180). Bennett, Kidd, and Kulich's recent study is based on lifelong learning and national development (29).

2) Extended-degree or external degree programs have become popular in recent years. The Project did not address degree programs, but several excellent works have come to our attention. Medsker, Edelstein, Kreplin, Ruyle, and Shea (217) examine the history, philosophy and practice of these programs. The Expanded Campus was the topic of the 27th National Conference on Higher Education in 1972 and papers from that conference reflect the ways in which postsecondary institutions have broadened their vision to include new students, new settings, new associations, and new programs (323).

3) Regular on-campus degree programs are well-represented in the literature, but were excluded from the scope of this work. Of course, all students in postsecondary education can be defined as adults. Studies such as Feldman's College and Student (101) and the series of reports from the Carnegie Commission (55) cover this field well.

4) Another area not covered by the bibliography is that of legislation. Because of the impact of legislation on providers and communities, the terminology used in federal and state legislation will be examined in order to understand the linguistic constraints under which programs operate. This examination will form an important part of the Handbook itself, rather than being included in this literature review.

Any attempt to cover as much material as is ventured by this literature review is presumptuous, but in addition is likely to suffer from three

important problems which will be discussed here. First, there is a danger that, in attempting to cover the field completely, a feeling of eclectism will emerge, leaving the reader too much liberty to make choices, rather than definitively taking stands on every issue. Although the review has a general philosophy: that many perspectives on adult learning opportunities are possible but that a shared framework and language will improve communication among those perspectives, there is not a generally judgmental attitude toward individual works included, nor does lack of inclusion necessarily imply judgment; undoubtedly some important works were missed in the search. There has been an attempt to choose materials from a wide variety of sources to avoid the biases of drawing too heavily on a few publishers, journals, or authors. It is hoped that this will add to the breadth of vision intended.

Second, because of the variety of materials included, coming as they do from many authors and points of view, there may be some confusion about what is being proposed as ideal and what is actually in operation. An attempt has been made to differentiate these "ought's" and "is's," particularly in areas where the discrepancy is very great, as in the use of mass media. It is hoped that confusion will be minimal.

Third, while the Project aimed at reducing separateness among parts of the world of adult learning opportunities by identifying dimensions common to all programs, it still divides the universe with its categorical descriptors. The need for a synthesis is very strong. One way of providing this synthesis is a kind of super-perspective. In the course of the review, three examples of "perspectives" are given: learning opportunities are seen from

the learner's perspective, from the provider perspective, and from that of the community. It is suggested that many more perspectives exist, and that the descriptors of the Handbook Project serve each perspective equally well in describing adult learning opportunities. This urges an acceptance of commonalities among the perspectives; commonalities represented by the major descriptors: Adult Learners, Providers, Content, Objectives, Methods, Resources, Outcomes, and Functions. A super-perspective urges readers to view Learning Opportunities for Adults as being capable of description by these eight major terms, whatever the particular perspective taken. Every learning opportunity involves learners, providers, content, objectives, methods, resources, outcomes, and functions. These are based on certain general concepts, such as philosophy and research, and are informed by practice and scholarship. Such is the unified perspective asserted by the Project, the Handbook, and the literature review. A broad view of adult learning is advocated which includes the perspectives of the adult learner, the provider, and the community. This broad view ought to contribute to effective communication about adult learning opportunities: that is the purpose of the Project and of this document.

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Claudia Harris and Mary Haenselman also contributed valuable ideas. Paula Dressler helped by typing the first draft. Sheryl Meek's fine secretarial

skill was invaluable during the preparation of the information cards and the typing of the final version.

I wish to express my heartfelt thanks to all these people, and to those, unacknowledged, who supported and helped me with the work.

I. GENERAL WORKS

Some works encountered during the literature search did not fit the original categorical descriptors with which the work began. Modifying the categories served to allow the inclusion of many items and strengthened the category system itself by making it representative of the world of adult learning opportunities. However, certain works defied categorization, because they belonged in some sense to the entirety of the subject, rather than to any part of it. These works were of several types:

1. Overviews and Collections
2. Philosophy
3. Statistics
4. Classification Schemes
5. Information Resources

Overviews and Collections

In the body of the document, certain general works are referred to repeatedly because they contain parts which are pertinent to several of the dimensions. For example, we have used several chapters from the 1970 AEA Handbook (280), from Broschart's synthesis of research (47), from Diversity by Design (73), from several of the works of Houle (149, 150) and of Knowles (173, 174). Klevins' recent work includes papers by several authors on topics selected by adult educators (170). The history of adult education is described by Houle (149) and in a brief article by Nadler (228). Charters' Jahrbuch

article is a good description of adult education in American society (63). Verner (325) and Brunner (49) produced early works whose ideas are constantly referred to in the literature.

Philosophy

The basis of any human effort is some philosophy or set of attitudes and values. Philosophies underlying education and particularly adult education have changed over the years. Lindeman's Meaning of Adult Education, in 1926 isolated some of the key philosophical issues (195). Some highly interesting writing has been done by Green, whose work clearly distinguishes between teaching and learning, serves as a model of how to do philosophy, and addresses practical questions, such as the meaning of work and leisure in our society (123, 124). Carlson describes the use of adult education in the U.S. for the purpose of Americanization, or bringing the population to a kind of conformity considered desirable. The trend away from this philosophy is only beginning, he says (54). Apps' work on the philosophy of adult education, its foundations in educational philosophy, and the need for an individual philosophy for each adult educator, leads the reader to further sources as well (19).

Lifelong Learning

Although this review does not deal extensively with the development of lifelong learning, this philosophy underlies much of the thinking implicit in the recent literature on learning opportunities for adults.

Education is not an activity to be undertaken in one's youth, as preparation for life, but is an ongoing, lifelong process. As early as 1926, Eduard Lindeman set forth this idea (195), and it appears with significant frequency in the current readings. Husén's Learning Society (153) and the Faure Commission's report, Learning to Be (100), spread the seeds of lifelong learning and some interesting and important works based on this philosophy are by McClusky (207), Hiemstra (144), Mushkin (226), Long (200), Niemi (241), and Sexton (276). Hesburgh and others applied the concept to colleges and universities (141).

Work and Education

The relationship between work and education is changing as patterns of work and leisure alter. Green deals with the way in which education reflects the needs of society and the impossibility of adhering to a set of outmoded work-oriented values in a world where there is not a need or a use for a work ethic which is geared to an earlier period of technological development (124). Marland (215) and Tiedeman, Schreiber, and Wessell (285) discuss career education from the point of view of making education a meaningful preparation for work life, but Wirtz emphasizes that we are not using people, our boundless resource, as well as we might, because we are bound by attitudes defining childhood as the time to get educated, the middle years as the time to work, and old age as the time to be useless (337). Timpane, Abramowitz, Bobrow, and Pascal examine American policy regarding youth and advocate increased freedom in the transition from the world of schooling to that of work, including entitlement programs which would allow

adults a specified amount of schooling at government expense (286). Moltke and Schneevoigt discuss European developments in educational leaves for employees which American educators and employers might wish to consider (222).

Statistics

Several works deal with statistics: with how they ought to be collected, and with the analysis of certain collections of them. The UNESCO Manual is aimed at the collecting of statistics in the ISCED system (293). Dixon addresses the question of how to keep records of inservice training (88). The Non-Traditional Education Model Questionnaire is aimed at collecting information about non-traditional programs (245). Johnstone and Rivera (159), Carp, Peterson, and Roelfs (56), and the NCES publications (298-316) summarize statistical information from various surveys.

Classification Schemes

Classification schemes were important in the work of the Project, so they will be mentioned here. In developing the scheme used for the Project, a number of works were examined and influenced the selection of categorical descriptors. Underlying our work was that of Collier and Roberts, who proposed a conceptual framework and language for postsecondary education (69). Nunn and Lain developed a classification scheme for medical schools, using cluster analysis (249). Gideon, King, Runyon, and Sutherland suggested a structure for a manual of terminology about adult/continuing education (112). Charters discusses a system for classifying adult education resources, used

in his International Handbook of Resources (62, 66). The UNESCO IBE Thesaurus is a very thorough approach to the problem of classification of materials in education (292).

Information Resources

Some bibliographies are included in the subject areas, but more general works are singled out here. An important series of works is the Annual Register of Research and Investigation, an annotated list of publications in adult education with varying editorship between 1971 and 1976 (269). The International Handbook of Resources is a periodical publication from Syracuse aimed at educators of adults. Not only does it list recent acquisitions of the adult education center there, it provides readers with retrieval service (64). A summary of British research in adult education was prepared by Charnley (61) and Draper summarized Toronto theses (89). Niemi and Jessen's article about ERIC/CICE is informative in helping locate materials using the ERIC system (244). Adult Education Dissertation Abstracts, under varied editorship, 1963-1969, carefully documents the output of universities in this field (120). A forthcoming publication from Syracuse University will update information about dissertations and theses. The publishing activity of adult educators was explored by Long, who found that journals were the most-used mode of publication, representing 40.7% of the output of adult education professors. Long commends AEA and the Syracuse University Publications in Continuing Education for serving as important disseminators of research and philosophy in adult education (201).

Some important journals in the field of adult and continuing education are Adult and Continuing Education Today (5), Adult Education (Gt. Britain) (6), Adult Education (AEA) (7), Adult Leadership (changing title in September, 1977) (8), American Vocational Journal (15), AUEC Newsletter (22), Australian Journal of Adult Education (25), Community Education Journal (72), Continuing Higher Education (76), Continuum (NUEA) (77), Convergence/Convergencia (78), Indian Journal of Adult Education (155), Journal of Continuing Education in Nursing (161), Literacy Discussion (197), PER Report (261), and Training and Development Journal (289). UNESCO has published a list of over 100 titles in this field (291).

Summary

Five categories of materials of a general nature have been examined briefly. These works form a basis for much of the remainder of the analysis of the literature. The work of learning and of providing learning opportunities for adults, expressed in practice as objectives, content, methods, resources, outcomes, and functions, is based on general principles such as philosophy, statistics, classification schemes, and information resources.

II. ADULT LEARNERS

Who are the adult learners? How do we define a learner? What are the characteristics of learners? What is the relationship between adult development and learning? What special groups of adults need to be recognized in order to provide optimal learning opportunities for adults? Is there a participant perspective on learning opportunities, and how is it different from other perspectives? This chapter addresses these questions.

Participants

Much of the literature reviewed addresses the adult learner from the point of view of describing who takes courses and comparing these "participants" with either "non-participants" or the general population. The most frequently-cited survey of participants is that of Johnstone and Rivera (159). Although this work is earlier than the scope of the bibliography in general, it was felt that it ought to be included because of the completeness of the statistical summary and because it contains a very useful set of categories for examining learning opportunities for adults. There are, for instance, three student categories: full-time students, adult education participants, and self-educated students. A participant was defined as a person who was active in any way in part-time educational pursuits over the preceding twelve months. Participant characteristics included personal, socio-economic, and demographic characteristics. Compared with the general population, Johnstone and Rivera found that participants: were younger and better educated, were

most likely to be married with children, to come from the western part of the country, and to have white-collar jobs. They predicted that since demographic trends indicated that the number of people with these characteristics was on the increase, one could expect the number of people participating in adult education activities to increase.

It is hard to know whether their prediction has been realized. The rate of participation in adult education which emerged from the Johnstone and Rivera study was 15% of the population surveyed. Two more recent surveys yield conflicting information about participation rates. The National Center for Education Statistics, using data collected for them by the Census Bureau's Current Population Survey, has published a triennial survey of participation in adult education. Comparing the 1969, 1972, and 1975 findings, the participation rate has remained steady at about 11% (310). Carp, Peterson, and Roelfs (56) surveyed the U.S. population in 1973 concerning the potential market for adult learning. Their work, performed for the Commission on Non-Traditional Study, covered much of the same ground as the earlier Johnstone and Rivera study. Their description of participants was similar to that of the earlier survey. However, the participation rate was found to be just over 30%.

The following are some possible reasons for the apparent discrepancy among these figures. Examination of the survey instruments and methodologies reveals that the Johnstone and Rivera study intended to include self-directed learning, but the questions asked all pointed to attendance at courses. The phrase used to describe educational activities in the questionnaires

was: have you "taken lessons or received instruction in" suggested subjects. Examples given were: evening classes, correspondence courses, private lessons, lecture series, TV courses, group discussion, and others. Although this list is quite broad in scope, it is less inclusive than that used by Carp, Peterson, and Roelfs, who asked respondents if they had "received instruction" and gave as examples: evening classes, extension courses, correspondence courses, on the job training, private lessons, independent study, TV courses, short-term conferences, institutes, and workshops; discussion groups, book clubs, or study groups; travel-study programs; video cassettes, records, and audio cassettes; group action programs; and study on one's own, without formal instruction. It is evident that the question asked by Carp, Peterson, and Roelfs is likely to elicit more positive responses, since more possible choices are given. The NCES survey is the most limited in its scope. It identifies courses or activities as: adult education classes in public or private institutions, college or university part-time courses; job-training classes; correspondence courses; educational activities in a neighborhood center, church, or other community organization; private instruction such as music lessons or language tutoring, and other educational activities or courses. Comparing the results from such diverse studies cannot lead to meaningful results. Even more important, these discrepancies underscore the importance of some common definitions about learning opportunities for adults; without such common definitions, elaborate research yields results that are interesting but not really comparable with the findings of others.

Surveys have been undertaken in several states to identify adult education needs and resources. New York State's Regents districts carried out such

surveys (57), as did Minnesota's State Planning Agency (221), and Iowa's Higher Education Facilities Commission (251). These surveys suffer from the same limitations mentioned above, but there are some interesting insights to be found in some of them. For instance, The Third Century, a report prepared for Iowa's Higher Education Facilities Commission by the Office of New Degree Programs, summarized the differences between traditional and non-traditional students. The non-traditional student is defined as an adult engaged part-time in formal learning activity. In contrast to traditional students, they are older, have broad employment experience, are independent and self-supporting. Their lifestyles, including permanent homes, family responsibilities, and occupational activities, limit their choice of provider in geographical and time-related ways. They have varied educational objectives, prefer an independent learning mode combined with real-life experience and often have a broad perspective on their learning experiences. Bringing the flavor of the case study to the statistical material, the report points out that "most postsecondary institutions simply open their regular classes to adults and then feel...that they are serving the adult learner. But completely satisfactory results do not always follow" (251:17). The document concludes that it is folly to think of adults as "non-traditional" students. They suggest that a wiser alternative would be to broaden the concept of student to include those at all ages who learn, whether in formal or non-formal settings.

Another major trend is the recent interest in self-directed learning. Coolican summarizes the history of this trend. She points out that Houle's Inquiring Mind (150) began the trend and that Johnstone and Rivera identified

adults who engaged in self-directed learning (79). Beginning with Allen Tough's dissertation in 1965, there has been increasing attention paid to the self-directed learner. Using an intensive, probing type of hour-long interview technique, Tough (288) and others applying his method have found that 96-100% of adults surveyed have engaged in learning activities during the year preceding their surveys. This indicates that a far larger proportion of the population is engaged in and interested in learning, but also that the manner in which one gathers information from respondents has a strong effect on the results one obtains in surveys. The Tough interviewers became aware that the interview process itself raised the respondents' opinions of their own learning projects and of adult learning in general. The implications of the Tough kind of study for work with adult learners is very great; but the implications for survey methodology may be even greater.

Arriving at the point where virtually all adults are seen to be participants in learning, one is forced to re-think the questions asked about the kinds of people who are "participants" in "adult education." Museum and gallery visitors, as well as library users, are self-directed learners, for instance. Increasingly we need to recognize that adult learning is one of the many aspects of adult life and providing opportunities that help adults to learn what they want to learn is part of the task of those in the "helping professions." What should be the concerns of these helpers? What do they need to know about adults? One important body of knowledge concerns adult development. Another involves the special needs of certain identifiable groups of adults. Finally, we must be able to see things from the participant's point of view.

Adult Development

Some of those who have studied adult participation in education have mentioned that adults are interested in different subjects during different periods of their lives. The literature on adult development has a great contribution to make to knowledge about adult learners. Although the literature on child development has roots extending back several decades, the idea of adult development has thrived only recently. The germinal work in adult development was done by Havighurst, who identified developmental tasks of adulthood, studied elderly persons, and related development to education (135, 136, 137). The recent best-seller, Passages (277), marks the emergence of this idea in the reading of the general public.

One concept in the adult development literature is that of moral development, growing out of the work of Kohlberg and Mayer (179) and of Gould (117). Moral development involves the notion of stages, each stage superior to the previous one and each implying the necessity for passing through the previous one before entering the more advanced one. In Kohlberg's stages of moral development, for instance, those at lower levels cannot understand higher stages and people choose as their preferred moral position on any issue the highest stage they can understand. Those at advanced stages understand all other, lower stages but reject them in favor of a higher stage.

Another idea frequently found in the adult development literature is that of life phases, each having a developmental task associated with it. This

concept is treated by Kimmel (167), Levinson et al. (193), and Sheehy (277). Although one can move on to tne next phase without completing its characteristic developmental task, one will have to cope with that unfinished task at some later time. The phases of adult life are fairly well agreed upon. The period from 18 to 22 is one in which one must break ties with home and family. The twenties are devoted to establishing a career, finding a partner and fulfilling the demands society makes on the young adult. At about age 30 an important life-crisis (or passage, as Sheehy prefers) occurs. Doubt concerning one's choices comes to the fore and this is a time when marriages often end in divorce and career changes are made. The thirties are a time for settling in, but, for a woman, 35 is an age when she begins to think about how she will spend the rest of her life, her youngest child having gone off to school. For men, this "rest-of-my-life" task does not present itself until about the age of 40. In the middle forties, equilibrium is regained and a new stability achieved, with renewal of purpose around which to build a more "authentic" life, together with acceptance of the imperfections of others and, most important, of the self. Lowenthal, Thurner, Chiriboga, and associates described adults at four phases of life. Their findings are also to serve as the baseline for further longitudinal studies (204).

Weathersby (211) points out the implications of adult development for education. Some obvious and practical uses of the life phase research are for planning programs, counseling adults, and designing institutional strategy. Another possible application is that as people become aware that others share their confusion and perceive that disequilibrium is a normal part of the growth

process in adulthood, this awareness can help alleviate anxiety and improve potential learning.

Lenning studied students of different ages at two-year colleges (191) and found that older students have as many needs as younger ones, but they are different needs. Older students have a harder time adjusting and more pressures from work and family. Recognition of the needs of students of all ages will be required as older adult students enter education programs in increasing numbers.

In making the view of life more holistic, the adult development perspective can help practitioners in their task of furthering the personal growth of adults. A developmental perspective can be of value to individual adults in helping them recognize the unfolding aspects of their own and each others' lives. Knox (176) stresses the interrelationships among context, performance, physical condition, personality, and learning in the adult life; learning occurs through adulthood--it is intimately bound up with these other factors. The relationship between world history and personal history, brought out by Kimmel (167) and by Knox, contributes to a sense of holistic development. Practitioners* such as educators are most valuable when they create "circumstances under which adults with various characteristics including age learn effectively...Effective learning activities tend to provide for self-pacing, feedback, and individualization" (176:574). Even in the area of social change, understanding of adult development can be helpful in educating adults toward

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*Knox uses this term to include all those in the helping professions. We here focus on educators in particular, but do not limit the term to professionals.

self-directedness and proactivity. Practitioners could be the knowledge brokers of the future who help adults obtain opportunities for growth in all their developmental tasks. Practitioners themselves need to further their own understanding of the developmental perspective in order to prepare themselves for these roles. Knox's book also contains a very comprehensive bibliography on adult development. It includes 65 pages of references to books, documents and journal articles covering the period 1940 to 1977.

Special Groups of Adults

Several identifiable groups of adults have been of special interest to practitioners. Three of these groups that have been dealt with extensively in the literature are: women, the aged, and the economically disadvantaged.

Women

Women's changing role in society has moved hand in hand with a changing perception of education to create certain typical scenarios in which women re-enter the learning force. Having sent her last child off to school, many a woman decides she needs more education either for its own sake or for career reasons. The demands of these women are not completely satisfied by the regular courses offered to college-age youth. They may need day-care services for part of the day, may be more demanding about the quality of the courses offered them, and more critical of their instructors. Even women who have not re-entered the mainstream of education may seek educational experiences to broaden their horizons, which they perceive as limited to the home and children. An important goal of education for women is increasing their

self-confidence, which will have ramifications in their relationships with their families and in their careers. Loring and Otto's work on life options presents material to help women deal with the increased number of options they have in their lives. They discuss values, what happens when women work; juggling home and career; finding a job; managing various options; legal, financial and political implications, and retirement (203). Barriers to women's participation include institutional conditions, such as admissions practices, financial aid practices, regulations, curriculum planning and student personnel services, and faculty and staff attitudes; social constraints, such as social class, racial group, family circumstances, and community attitudes; and psychological factors such as intellectual and psychological differences between men and women, self-image of women, motivation, and socialization practices. Of these barriers, the institutional ones are most amenable to change, according to Westerveldt (334).

Aged

The adult development literature indicates that there may be some slowing of physiological function which increases reaction time in intellectual tasks as the person grows older, but the opinion that older people are less intelligent is not defensible. Some longitudinal research indicates that when studied in comparison with themselves at an earlier age, older people do not decline in intelligence (256); it is only when compared against a cohort of younger, better-educated people that they are less intelligent (27). Colleges and universities have recognized the market for adult education among the aging and are responding to it (52, 23). Since there are more older Americans, attention must be paid to their educational needs. A classical work on older

people is by Havighurst and Albrecht (136). Hiemstra's project on the older adult and learning challenged a variety of stereotypes about the elderly. Using an interview methodology similar to that of Tough, he identified barriers to learning, verified needs and noted learning preferences of older adults (145). Grabowski and Mason compiled a very complete volume of papers on learning for aging, addressing not only the older adult's learning, but also the need to teach about the later years of life so that people can better deal with the elderly and with their old age (121).

An excellent summary of programs for the aged is presented in Never Too Old to Learn (1). Consideration of course content, accessibility of locations, scheduling times, methods on instruction, financing, and supplementary services are different for this age group. Implications for the teaching of older adults were drawn by Okun from the findings of experimental research on geropsychology. These practical suggestions include such items as: present new information at a fairly slow rate and use examples and illustrations that are concrete rather than abstract. Such ideas would seem to be generally valuable teaching strategies -- not only for the aged, but for all learners (254). Benefits of education for the aged accrue to the individual, in terms of adjustment, participation in the community, and fulfillment; to the institution, in terms of its public service role and its increased enrollment; and to the community, in reduced welfare expenses, a strong, informed elder citizenry, and the use of the aged as a valuable resource. Moreover, older citizens who have contributed to the educational system for years as taxpayers ought to be able to reap some benefit from that system.

Economically Disadvantaged

Adults who are economically disadvantaged have been a primary target group for adult educators for years. The assumption has been that poverty could be eradicated by adequately educating the poor and getting them jobs. This image of education has not always been shared by the poor themselves. Their reasons for seeking educational experiences may not coincide with those of the providers. For participants in adult basic education programs, the need for functional competencies such as reading personal letters, being able to follow a dress pattern for home use, or being able to choose the most economical goods in a supermarket may be the chief motivation for seeking learning opportunities. The adult literacy student may be a sophisticated human being with many complex skills, but lack the skill to read and write which our culture considers basic. The picture of the adult learner has long been a distorted one, seeing adult education as a way of remedying a deficiency existing since childhood. Increasingly a respect for the adult learner must replace this stereotype and adult learners must be helped to find the experiences they need and seek (218, 46, 80). Anderson and Niemi discuss the social psychological as well as the socio-economic aspects of poverty and the need for radically different programs to address these aspects (16). Niemi points out that the problem of the economically disadvantaged is frequently one of cross-cultural communication (238, 239).

Programs providing career education and vocational education for the disadvantaged have been funded through the Manpower Administration (213). CETA (Comprehensive Employment and Training Act) provides training opportunities for the purpose of introducing the unemployed into the work

force. Although the measure of success of such programs is the eventual employment of their graduates, statistics do not provide a clear-cut picture because of data collection problems which have to do with who should be counted, as a program completor, how long a person ought to be employed in order to consider the training successful, and whether the employment is related to the training received (213).

Other Groups

It is recognized that many other special groups exist and that this review cannot treat them all. For instance, veterans, particularly of the Vietnam War, present special needs which must be considered (284). Rural residents do not participate in learning activities as heavily as suburbanites (159, 251, 310). Are their needs being served by agencies such as Cooperative Extension? Institutionalized adults often stand in need of training to help make the transition to the outside world (from mental hospitals, nursing/rehabilitation homes, and correctional facilities), or to make their lives richer and more enjoyable (in homes for the aged and permanent nursing homes) (86, 274). The physically handicapped are being brought to the attention of educators through new regulations under Section 504 of the Rehabilitation Act of 1973, requiring that physical barriers to their participation in education be removed. Refugees and others who do not speak English require special training. Returning to the idea of multiple perspectives, it can be seen that the perspectives of any or all of these special groups might serve as a way of looking at learning opportunities for adults. If there is a learner perspective, how can it be described, using the categorical descriptors of this review?

The Learner Perspective

Traditionally the literature in the field of adult and continuing education has looked at things from the provider or institutional point of view. This unidimensional perspective is no longer adequate, if it ever was. A multidimensional perspective of learning opportunities is more appropriate, and the following analysis of learning opportunities for adults from the learner's point of view provides an example of how that perspective can be applied. From this perspective, the descriptors of learning opportunities for adults might have the following configuration:

Adult Learners

Learners' view of themselves influences every other aspect of the learning experience. Most surveys of participation ask the learners about themselves in demographic terms, but also in terms of motivations, preferences, and desires (56, 159, 288). Learners also think of themselves in terms of community. They may look upon the community as a good one in which to learn because there are many providers of learning opportunities and the community may encourage increased participation by supporting such activities. In turn, the active learning of the citizens will affect the nature of the community: a learner may wish to learn in order to serve the community, to learn about it so as to help solve its problems. Learner attitudes toward learning are intimately related to attitudes about the self. A person who is committed to the idea of lifelong learning will be accepting of the student role, whereas the person who believes education ought to be completed in youth will be reluctant to acknowledge the legitimacy of that role.

Providers

Having in mind something he/she wants to learn, the participant decides who or what should be the provider. The choice may be a university, community college, knowledgeable individual, or a self-paced learning manual. The choice is made for highly personal reasons involving previous negative and positive experiences with potential providers, or, sometimes, for very practical considerations, such as that there is only one provider or only one whose price is affordable (79, 288).

Objectives and Outcomes

People have widely varied reasons for seeking learning opportunities, and outcomes also are different for different people. Houle suggested that adults learn because they are: goal-oriented, activity-oriented, or learning-oriented (150). Johnstone and Rivera (159) reported as reasons for participation: to become a better informed person, to prepare for a new job or train better for a present one, to spend spare time more enjoyably, to meet new and interesting people, to carry out everyday tasks around home and away, to get away from the daily routine, and to meet the demands of life roles. Carp, Peterson, and Roelfs (56) added other purposes: to reach a personal goal, a social goal, a religious goal, comply with formal requirements, and for personal fulfillment.

Methods, Content and Functions

Adults have distinctive learning styles (174, 331) or preferences for certain methods of learning. These tend to remain fairly constant over time. Adults choose what subjects they wish to study for a variety of reasons,

frequently related to the life phase: women in the child-rearing years are likely to be interested in courses in family relationships; pre-retirees in courses on financial management in the retirement years; and young men in career advancing topics such as accounting and business administration. Adults need personal, vocational, and educational guidance and will seek them wherever they are available. Educational brokering is an interesting participant-centered activity of recent vintage which addresses itself to these needs of participants (138). However, barriers to the participant loom large. Aside from those reported above in connection with women's participation (334), Broschart (47) mentions three categories of barriers: institutional, such as cost of courses, indifference to the problems of the adult student, viz. Parking, public transport, child care; personal, such as lack of support services, lack of access, family constraints; and social, such as the attitude toward adult learning. Other barriers to adult learning (lack of availability of desired courses; lack of time; poor quality of courses) are mentioned by Johnstone and Rivera and by Carp, Peterson, and Roelfs (159, 56).

Resources

For the participant the question of financial resources concerns how much to pay for learning experiences and where the money is to come from. Voucher and entitlement plans (263) focus on payments to individuals for their educational expenses and advocates of such plans are active in promoting their furtherance. Employers are sometimes a source of funds for learning. Also, adults contribute to the tax structure which supports the educational system at the federal, state, and local level. The human

resources a participant brings to the learning experience are his/her personal characteristics: intelligence, personality, and creativity, for instance.

Physical resources include the consideration of suitable and/or preferred locations for learning. Time resources involve decisions as to how much time an individual is willing to spend on learning. Tough (288) discovered that people in fact invest large amounts of time in learning projects.

There is not a large body of literature on the learner perspective. The work of the Commission on Non-Traditional Study (73) stressed the learner perspective. Broadening the traditional provider perspective to include that of the adult learner is a promising direction in the world of adult learning opportunities.

III. PROVIDERS

A large proportion of the literature on programs which serve adults emphasizes the providers of learning opportunities. A similar concept, that of sponsors, must be differentiated from providers. A sponsor may fund learning opportunities, but not offer them. A provider is the institution, organization, group, or individual which offers learning experiences for adults. Some sponsors may be providers, and vice versa, but this is not necessarily the case.

How can providers be described in a meaningful way? It would be impossible to list all the providers of adult learning opportunities. Some system must be adopted which makes it possible to consider providers in sub-groups of one kind or another. All such systems are arbitrary. Two which emerged from the literature are: the formal-nonformal-informal sectors typology; and the primary function typology. Althougn both of these seem generalizable and conceptually useful, this review uses the second category system for providers.

The Formal-Nonformal-Informal Sectors Typology

There are several versions of this typology. Seay describes the designation of certain agencies as responsible specifically for transmitting knowledge to its younger members. These (the formal sector) include schools, vocational and technical institutes, community and junior colleges,

colleges and universities (275). Paulston defines nonformal education as "structured, systematic, nonschool educational and training activities of relatively short duration in which sponsoring agencies seek concrete behavioral changes in fairly distinct target populations." Nonformal education does not necessarily advance the student in the educational hierarchy (259). Examples of this type of provider are: mass media, church schools, armed forces, company schools, and proprietary schools. The informal sector provides no formal instruction but nevertheless does provide opportunities for an individual to learn. Examples are the self, family, and social groups (275). Leichter's highly interesting work on the family as educator is a breakthrough into a new area of research (190).

A similar distinction is made by Moses (225). He uses the terms "core" and "periphery" to describe the typology. The core is essentially the same as the formal sector; it is synonymous with schooling. Activities for non-traditional students would fall into his periphery category. More recently it has been recognized that the American school system has been the primary provider of educational experiences for only about 100 years. Previous to that, learning opportunities were sought in a variety of what we would now call informal or nonformal ways. Illich believes that we must reverse the trend to more schooling so that people can better accomplish the tasks of learning (154). Marien also makes this point when he asks: "Is education to be organized around institutions, credit, and credentials, or is education to be organized around learners in an optimal system for distributing knowledge and encouraging its utilization?" (214:111)

The idea of the level of formality at which learning can occur is an attractive one. It would be all too easy, however, to fall into the trap of labeling the kind of learning opportunities provided by certain organizations on this basis alone. More important than the institutional setting are other factors. The image of university-provided learning opportunities as belonging only to the formal sector does not hold if one considers for instance the learning center concept described by Karwin (163). Nor does the fact that the provider is a private business give to the experience of a lecture format the quality of being nonformal. Informal types of learning may take place in the halls or cafeterias of school buildings as well as in the bosom of the family.

Realizing that the typology applies to the institutions and not the quality of the learning opportunity, the idea of the formal-nonformal-informal sectors seems less useful for our purposes than the primary function typology. However, it is very valuable because it broadens the concept of education to include more of the human experience than was formerly considered in the definition of that term. No longer need we limit that definition to experiences that take place in classrooms, with teachers, in blocks of time called semesters or quarters, paid for with dollars, and resulting in the accumulation of credits and degrees.

The Primary Function Typology

Another way of looking at providers is to divide them into categories according to their primary purpose. Verner (325), Brunner (49), and

Knowles (173) have used this kind of typology. A synthesis of their categories would be:

Type I: organizations, institutions, and groups whose primary purpose is providing learning opportunities for adults. Some examples are: cooperative extension, Frontier College, Open University of the U.K., proprietary schools, self-help groups, and brokering or information/referral agencies.

Type II: organizations, institutions, and groups whose primary purpose is education; serving adult learners is a secondary activity. Some examples are: public school systems, 4 year colleges and universities, and community colleges.

Type III: organizations, institutions, and groups whose primary purpose is public service to the community, but who also provide learning opportunities for adults. Some examples are: public libraries, museums, and parks and recreation departments.

Type IV: organizations, institutions, and groups whose primary purpose is other than education or public service, but who provide learning opportunities for adults as a way of furthering their main purpose. Some examples are: religious organizations, labor unions, business and industry, correctional institutions, and the military.

Type V: individual adult educators/facilitators/practitioners.

Type VI: individuals who serve as their own providers.

Detailed descriptions of examples of this typology follow. They constitute only a sample of the multitude of providers of adult learning opportunities.

The typology takes on added usefulness in identifying problems common to different providers within the same type.

Type I (institutions, etc., whose primary purpose is providing learning opportunities for adults)

Chapter 16 of the 1970 AEA Handbook is on the Cooperative Extension Service, founded on the cooperation between the Department of Agriculture and the Land-Grant Colleges in each state and designed to provide services to the people, based on agricultural research. The dissemination of research-based knowledge is accomplished at three levels of organization -- federal, state and county -- through programming which evolves primarily from the County Agents' interaction with lay people, by methods involving individual contact (e.g., home visits and office calls), group methods (e.g., lectures, demonstrations), and mass media (e.g., publications, radio and television) (280).

Frontier College in Canada is described by Brooke (46). The purpose of this institution, now over 75 years old, is to train teachers and send them out to be laborer-teachers in lumber camps, factories, and communities, where they work alongside other workers and respond to the workers' requests for instruction in subjects workers themselves feel a need for. Antedating this literature review is the early participant-observer study, Bunkhouse Man, by Frontier College instructor, Edmund Bradwin (42).

The Open University of the United Kingdom is also an example of a Type I institution. Although the British model has been phenomenally successful,

the possibility of copying it for the American scene is problematic. For one thing, the conditions giving rise to the Open University of the UK were quite different from those prevalent in the United States, where participation in higher education has become freer over the past 25 years. Also, the density of population in England makes the transmission of programs to large numbers of individuals feasible, whereas American adaptations would have to be at most regionally based. The most important learnings for American adult education seem to be in materials design and development and in managing a support system to give individual attention combined with mass media delivery of instructional materials. A history and description of the Open University by Perry has recently appeared (262). Some other providers that fall into this type are: proprietary schools (234), self-help groups (99), and brokering and information/referral agencies (138).

Type II (institutions whose primary purpose is education; serving adult learners is a secondary activity)

Carp, Peterson, and Roelfs found 26% of participants used public schools as providers of their learning experiences (56). The Colorado needs survey identified public school and college buildings as preferred learning sites (44). Four-year colleges and universities, community colleges, and public school adult education are discussed in the AEA Handbook in chapters 12, 13, and 14, by Haygood, Harlacher, and Finch (280). The problems these providers share have to do with their adult activities being out of the mainstream of their institutions. Opportunities provided by local education agencies are often in specific content areas, such as adult basic education, training for the GED examination, or vocational subjects. The

increase in community education programs, involving the public school facilities in broadly based programs for the lifelong learning of all citizens is an important current trend (143). This is less true of the community college than of the other two. In fact, the community college movement has concerned itself with the educational needs of a large segment of the adult population. Although some community colleges still look upon adult education as part of their community service function, the trend in these institutions is toward a broader definition of the primary function in providing learning opportunities for adults. Gollattscheck, Harlacher, Roberts, and Wygal carry this idea to its furthest by suggesting that these institutions involve themselves fully in community affairs and activities, providing a major contribution to the solution of their communities' problems (116). The university role in adult education has largely been a function of its extension division. Lower status has been accorded to faculty teaching in extension than in regular daytime classes. Such adult classes have often been considered inferior to those offered to full-time day students. The constraints of university rules and regulations, of rigid time schedules, of physical inaccessibility, and of support services designed around the schedules of on-campus full-time students have hampered adult participation. A few articles indicate that some extension people are moving in the direction of a greater learner-orientation. A model for higher adult education programming presented by Comfort is based on the characteristics of adult learning. For each of four organizational activities -- program and curriculum, instruction, admissions, and counseling -- three aspects needed for program development are discussed: assumptions, objectives, and policy (70). The need for more research on adult learners

in higher education, their evaluation, instructional needs and tastes is pointed out by this author. Wolfe and Williams present a philosophical overview of what is happening in higher adult education in the mid-1970's (338). They urge increased flexibility, not only in the recognition of the needs of learners, but in response to those of faculty and administrators. The Commission on Non-Traditional Study listed and detailed a large number of institutional alterations needed to accommodate nontraditional learners and their demands for interdisciplinary programs, interrupted study, altered patterns of residence, closer articulation with secondary education, recognition of alternate providers/sponsors, more collaboration among institutions, and different financial arrangements (73).

Harrington documents the rise in adult education in colleges and universities, concluding that it ought to be recognized as one of their fundamental responsibilities, that adult men and women ought to be welcomed as degree students in all kinds of programs, that noncredit offerings ought to be expanded and improved, and that more help for the disadvantaged and support for the development of adult education as a special field of study ought to be provided (134). Liveright's booklet on adult education in colleges and universities describes the organizational life cycle of university extension. Beginning as part of academic departments, university extension finds it needs independence, and becomes a cooperating, but separate department, then increases its autonomy and becomes a separate division or college, and finally returns full cycle by becoming a part of the community service of the departments (198:9).

Learning opportunities provided by colleges and universities in more innovative modes are described by Karwin, who writes about the learning center (163). The learning center is a partially automated facility where students may work at their own pace, alone or with tutors in learning what they need to know. Residential learning is another growing area of opportunity provided by colleges and universities. Houle describes the history and practice of such programs in Europe and the U.S. Based on removing learners from the routine situation of daily life so as to immerse them in the learning experience, conferences or workshops have increased in importance on the American adult education scene over the past twenty years. Their use and popularity has grown as they have given adults the opportunity to acquire and comprehend information and knowledge; to apply knowledge to particular situations; to analyze or explore situations; to create plans or products in group situations; and to achieve the integration of personal values in life. Cross describes many such programs in his Weekend Education Source Book (82).

Type III (institutions whose primary purpose is public service; providing adult learning opportunities is secondary)

Type III providers are of interest because they have always stayed outside the mainstream of the formal educational system and in some ways have been freer to innovate and less bound by the rigid codes of that system. The public service function includes provision of some (usually) free service to the people of a community. The service may be more or less tangible, such as the financial aid provided by welfare departments, partly intangible, such as the accessibility to museum displays and exhibits, or largely

intangible, such as the enjoyment of natural beauty enhanced by the care of a parks department. Public libraries are one example of this type of provider. Monroe traces the history of the education function in libraries and discusses the problem of training librarians for adult education work in her 1970 AEA Handbook chapter (169). Libraries have traditionally served an adult education function, whether librarians have directed learning or adults have used library resources on their own. In a later work, Monroe differentiates among several kinds of nontraditional programs and therefore several kinds of independent study in her examination of the public library as a community learning center (138). She suggests that a possible very broad role for the library would be that of community learning center, identifying significant problems in the community and activating learning, through the use of library resources and services, to solve these problems in the community. A similar suggestion is made by Houle who believes that the library could be a part of a network, or communiversity* serving the community in its learning needs. Another kind of service many urban libraries are now providing is described by Jones (102). It provides information and referral concerning the life needs of the patron. The Detroit Public Library's program, called TIP (the information place) is an example of such a service. Operating in connection with the Community Information Center, a program of information and referral has been initiated. The program frees social workers to operate their agencies, leaving library-type routines of information collecting, cataloging and disseminating to the library. Libraries also serve new adult readers; an ALA project

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*This term was coined by Gould.

addressing the development of criteria for materials selection for these readers is reported by Lyman (206).

Monroe also discusses museums, whose educational philosophy underwent an important change in the 1950's and 1960's, when new display methods, more participative exhibits, field trips, and interinstitutional cooperation became prevalent. Some outstanding museums offer extensive opportunities for adults to learn. An example of a museum program of extraordinary breadth is the Smithsonian's Resident Associate Program, which served over 10,000 persons in 1976, offering tours, special events, classes, and seminars and symposia. The program makes use of the Smithsonian's collections, but also provides entry to other cultural resources in the area (261).

Park and recreation departments are mentioned by Greiner. They provide activities which fall within our very broad definition of learning opportunities, since his definition of "recreation" is "any experience which contributes to self fulfillment" (126).

Type IV (institutions whose primary purpose is other than education or public service; adult education is a way of furthering their main purpose)
There is a large variety of providers included in Type IV category. The literature reflects this variety, describing programs of organizations that have little in common with each other except that they provide learning opportunities for adults.

Religious organizations have increased the content and sophistication of their adult programs reflecting a general trend in this type of provider. Ryan (273) and Long (199) summarize the history of religious education, carefully documenting this growth. The March-April, 1977 issue of Religious Education contains the papers from a conference on adult education in church and synagogue, bringing that history up to date (268). Kathan, writing in that issue, asserts that "more adults are involved in educational programs in churches, synagogues and other religious institutions than in any other agency" (p. 115). Bergevin and McKinley developed the Indiana Plan to further religious education in churches and synagogues. The plan (which has been widely used outside religious institutions as well) involves group methods and stresses the importance of the individual in developing the framework and content of what will be learned and how (30). Goldman reviews the history of adult education among Jews (114). The National Conference of Catholic Bishops recently stressed adult education as the focus of Catholic catechesis (232).

Labor unions have had an effect on the learning and education of their members in several ways. Contracts negotiated by unions often include educational benefits such as leaves and reimbursement for courses taken. Unions have also taken an active role in the education of their members in their responsibilities as union members and negotiators. Such education typically takes place in conjunction with a university: labor studies centers are usually staffed by part-time faculty chosen for subject matter competence. Courses are on labor-related issues, such as collective bargaining politics, legislative issues, trade union history and social science.

Methods used include conferences, resident schools, and evening classes. In his 1970 AEA Handbook chapter, Rogin foresees increased activity in labor education and predicts the development of family education centers where union members and their families can meet their differing education needs at the same place and time (280). Gray explores areas of labor-community college cooperation, concluding that these are lagging behind earlier-established programs of cooperation with business and industry (122). She suggests that guidelines for working with unions may be derived from the community college experience with business and industry and from the cooperative extension model. The UAW policy statement on labor education gives some background of the history of the cooperation between higher education and labor unions, states the premises of labor education, urges the development of mutual respect and trust, describes the scope of existing programs, stresses the necessity for labor involvement on advisory committees, advocates a high level of support from other than tuition and fee sources, and proposes that cooperative consultation among labor unions and educational institutions precede the introduction of new programs (95).

Fieldhouse's fine work on the Worker's Educational Association, 1903-1977 is related to union work, although the association is not exactly a labor union, but an organization seeking to give working class people the opportunity for education customarily easier for the middle classes. The history of its work has gone through phases similar to those of labor education in the U.S.: social reform, followed by liberal education, succeeded again by concern for the disadvantaged (103).

Business and industry have a lengthy history in providing learning opportunities for employees. Like other Type IV providers, their programs have become broader in scope and more sophisticated in concept. Work skills and industry orientation are often given through on the job training (OJT). Managers are involved more and more in courses and workshops on organization development and improved administrative techniques. A journal devoted to this kind of education is the Training and Development Journal (289). Training of customers is another area in which business has become involved, as its products increase in complexity and difficulty of use. In his AEA Handbook chapter, Nadler (280) predicts that there will be more international exchange of information, increased federal legislation, and more information and education businesses, whose product is training provided to other businesses. He believes a sense of social responsibility is on the rise in business and industry. Although the gap between ideology and practice cannot be denied, this belief is borne out by some interesting items in the literature. The Bank of Montreal, for instance, is involved in a Youth Project, a program aimed at taking undereducated young people and training them to the point where they enter the Bank's workforce, and continue their training as they climb a career ladder to management positions (46). A recent statement of General Motors presents that company's plan to improve the quality of work life through the training of managers and the increased involvement of workers in decision making, which is designed to increase organizational effectiveness at the same time it improves worker morale (105). Culbertson suggest that one reason the corporate role in education has been expanding is that traditional institutions have not adequately met the needs of

people working in corporations. Therefore, corporate educational programs are flourishing, both through financial assistance to employees and through the offering of comprehensive educational programs by the corporations themselves, several of which are associated with degree-granting programs (324). The extent of these programs is exemplified in the guide to noncollegiate-sponsored educational programs published by the American Council on Education and the New York State Department of Education (128).

Correctional institutions take as part of their challenge: 1) helping prisoners to overcome behavioral and developmental problems which keep them from fulfilling constructive social roles, and 2) helping them realize their full personal development so they can participate constructively in society. This is the rationale for trying to develop a program of adult basic education in correctional institutions. Ryan has prepared a systems-based, flow-chart type model for such programs which can be used as a guideline for establishing new programs or revitalizing old ones. The steps in the model are: 1) specification of requirements; 2) assessment of needs and priorities; 3) implementation of goals in behavioral objectives; 4) determination of resources and constraints; 5) identification of alternatives in terms of consequences; 6) evaluation of alternatives; 7) implementation of strategies; 8) provision for evaluation (274). Dell'Apa's survey of educational programs in correctional institutions revealed a wide range of programs and a variety of participation rates. An average of 36% of the inmates were found to be in some kind of educational program, mostly vocational in nature. He assessed the problems of teacher preparation, educational deficiencies of the inmate population, and resources. Although

the author reiterated the belief that educating prisoners will help them to "make it" in the outside world and reduce the rate of recidivism, studies supporting this belief are lacking (86).

The military has recently upgraded its educational standards, accepting for the most part only high school graduates. However, it actively promotes the educational advancement of every serviceman at various educational levels, from the preliterate to the postdoctoral. The importance of transferability of skills and training from the military to the civilian sector is stressed in the military. Catalogs of courses open to service people are published and updated regularly by the Defense Activity for Non-Traditional Education Support (DANTES) (295). These catalogs are amazing in the scope of courses offered, formats, range of institutions offering the courses, and detail of information provided.

Other Type IV providers are: voluntary organizations, whose training activities are well described by Wilson (336); civic and cultural organizations; professional associations (13, 14); hospitals (196, 220); political associations like the League of Women Voters; and scouting associations.

These examples of Type IV providers can be viewed as contributing to a picture of the provision of learning opportunities for adults which, over time, have changed in quality, quantity, and emphasis. Beginning with the very practical provision of information for institutional purposes, these organizations and institutions have expanded their ideas about adult learning so that they take a much broader view of their clients and of their own role in the learning process in society.

Type V (individual adult educators/facilitators/practitioners)

Type V providers actually work for others most of the time. They, too, however, have a particular point of view and should not be eliminated from consideration in this provider section. From classroom teachers through program administrators and professors in university training programs, they are the persons with whom adults come in contact as they engage in learning opportunities. A recent paper by Charters and Hilton elicited adult educators' descriptions of their own work, the skills they need to do it, and their feelings about their work and its importance (67). Within this type of provider it is necessary to distinguish between those who represent an organization or institution and those who work on their own as consultants, private instructors, or tutors. Sometimes the same person uses both these modes.

Type VI (individuals who serve as their own providers)

A final category of providers was incorporated as the literature revealed the large amount of learning which adults direct themselves, choosing their own ways of learning, sometimes calling upon another person or resource, sometimes searching their own repertoire of knowledge for related material, but in a systematic manner, pursuing knowledge on their own. Houle suggested that many people engaged in such activities (94). It could be argued that all learners serve as their own providers to a greater or lesser extent. Tough, beginning with his dissertation in 1965, brought about the recognition of this kind of learning. He continued his work, publishing The Adult's Learning Projects in 1971 (173). He discovered that it was common for a man or woman to spend 700 hours a year at learning projects; some spent more than 2,000. The help needed was sought by these people at various stages in the

process: they needed help in deciding what to learn, in making the preparatory steps, in seeking encouragement, but they acted as their own planner in this process rather than leaving such decisions to the policy of educational institutions. They also planned their curricula, chose the learning materials, and did their own teaching. They carried on this process alone or in self-help groups (99). Tough concludes that, in the future, this type of learning will be more widely accepted and help for the self-directed learning of adults will be more readily available. Coolican summarizes the results of several studies on self-directed learning (79). Most of these involved small groups of people studied intensively: the interview process is lengthy and involved. However, the aggregation of such studies is approaching a significant sample size, with very little variation from Tough's original finding that 96-100% of adults engage to some extent yearly in learning projects. Recognizing the existence of this body of learners, Knowles has prepared a manual to help them and those helping them to successfully plan and carry out learning experiences (175). Again, we have reached the point at which we started: the adult learner. Concern for this individual is becoming uppermost in the minds of the providers of adult learning opportunities. This does not deny the reality and importance of the provider's viewpoint.

The Provider Perspective

In Chapter I, the learner perspective on learning opportunities for adults was presented. The multiperspective approach used in this review also permits viewing adult learning from the provider viewpoint.

Adult Learners: The provider needs to know who the potential target audiences are for the programs offered, and who actually participates. It is this need that prompted surveys such as those of Johnstone and Rivera (159), Carp, Peterson, and Roelfs (56), and NCES (308, 309, 310), described in detail in Chapter II. The characteristics of any population group have an impact on what courses are most likely to be selected by that particular group, what time is the most likely to draw students, and what methods are most effective. Coolican suggests that providers become more familiar with the needs of self-directed learners so as to help them with their learning projects, even if that means branching out into unfamiliar areas of service (79).

Providers: Providers' view of themselves is a key part of the provider perspective. Several surveys regularly query providers in terms which ask them to describe themselves (299, 300). The definition of and attitude toward the community determines much of the philosophical basis of the learning opportunities provided. The sense of organizational or individual role in the community, however defined, will interact significantly with other aspects to affect the nature of the opportunities offered. The self view of individual providers or of self-directed learners is as important as that of large institutions. The individual acting as a tutor who perceives the tutor role as one of facilitating will have the same effect on a learner as an institution operating within that philosophical framework, whereas institutions or individuals who think of learning experiences as passing on wisdom and truth to those in need of it will have the same authoritarian effect on individual learners.

Objectives and Outcomes: Providers offer educational programs for four reasons: 1) to respond to the instructional needs of adults, 2) to provide adults access to resources, 3) to comply with their self-imposed expectations concerning their role in the community, and 4) to survive as institutions. Gollattscheck describes a group of institutions whose conception of that role is very broad (116). More conservatively, most extension planners survey their communities to determine needs. Needs identified in specific surveys of the community or in national surveys are matched with institutional purposes. The sharing of resources is related both to satisfying learner needs and to fulfilling a community role. Type I providers have as their primary purpose the providing of adult education, and Type II providers also consider education their main business. Type III providers will have as their main objective the community service function and will probably think of their adult programs as serving that interest. The Smithsonian's Resident Associate Program, for instance (261), broadens the audience of the museum collections, raises the level of public awareness in the subject areas of the various collections, and contributes to increased attendance in general. Incidentally, this particularly successful program has brought income to its parent institution. Type IV providers offer learning opportunities largely in order to promote the primary purposes of their organizations. Thus, the objective (and a probable outcome) of educational programs provided by business and industry might be to improve employee morale and performance. For a labor union, it might be to improve the union bargaining chances.

Content, Methods, and Functions: Here, too, the provider type affects the perspective. The content offered by a provider will vary with the expertise possessed by the personnel available and by the needs of prospective clients. In the case of Type IV providers, the content is likely to be determined by the organizational purpose*: correctional institutions offer programs oriented toward basic literacy and vocational skills; religious organizations provide opportunities to learn about religious, ethical, and philosophical matters. Typical of the provider perspective are the many catalogs of course offerings and educational opportunities provided by institutions individually or in a wide region (57, 90). Methods, too, are tied to the kind of provider. It is significant that the Indiana Plan developed by Bergevin and McKinley (30) was oriented toward religious content combined with a sense of personal commitment fostered by the method. A correspondence school will, of course, use the independent study method. In the college and university or public school setting, classroom teaching is used heavily. The provider perspective on functions also varies with the type of provider. Counseling and guidance are a regular part of the services of a college or university, even if their availability to adult students becomes problematic because of office hours or other institutional constraints (334). Such functions are usually not part of adult learning opportunities offered by such providers as business and industry or labor unions.

Resources: Human resources in the form of personnel available to administer programs and teach courses are of significant concern to the providers.

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*Although some large corporate providers offer a range of learning opportunities that is extremely broad.

Depending on the type of provider, different criteria may be applied to determine the qualifications needed, desirable traits of teachers, and number of people needed to staff the program (46, 86, 270). Physical resources are supplied by the provider in the form of classrooms, media equipment, blackboards, chairs and tables, and, in some cases, textbooks, notebooks and writing materials. Financial resources must be found by providers in order to offer programs. Sources of revenue would include tuition and fees, Federal-State-Local appropriations from taxes, grants, contracts, sales and services, gifts, and independent operations such as food or transportation services. Expenditures would be for programs of instruction, resource sharing and learner assistance, and for compensation, supplies and services, capital outlay, and student aid. Time is a valuable resource for providers as well as for participants. Particularly for those whose main purpose is not education (i.e., the Type III, IV, and V providers), time for educational activities is limited. In business and industry, it may mean releasing an employee to learn at company expense on company time. The time of instructors and administrators must be scheduled and paid for. The self-directed learner needs to schedule time, budget money, and plan for spaces to carry out projects. For programs involving traditional credentials or even CEU's, an accounting of the time spent must be carefully kept (75).

Using the descriptors of this project: Adult Learners, Providers, Objectives, Outcomes, Content, Methods, Resources, and Functions, adult learning opportunities have been examined from the provider viewpoint as one among several

possible perspectives. This document began by saying that most of the work in this subject was oriented to the provider. This is true, but there is no intention to deny the importance of the provider perspective. Although the learner and the learning opportunity must be brought into the picture more than formerly, the nature of the learning experience will be greatly affected by the nature of the provider and the provider perspective on learning opportunities for adults.

IV. OBJECTIVES AND OUTCOMES

What does the learner seek and the provider provide? The learning opportunity -- that is their common ground. Learning opportunities are programs, courses, educational experiences, and the sharing of all kinds of resources. In these chapters the categorical descriptors have been applied to the literature to see if they can adequately describe something of such scope. In doing so, they have been grouped because of potential relationships. The three groups are: objectives and outcomes; content, methods, and functions; and resources. Each of these groups forms a chapter. To characterize the groups, each chapter begins with a series of questions. It is intended tnat this design mechanism will aid the reader through the rather large amount of material.

Questions: Why do adults undertake learning experiences? What are the relationships among the terms "objective," "needs" and "motivation"? Why do providers offer them? What are the relationships between objectives and outcomes? What are the consequences or results of learning experiences for learners and for providers? What are the future implications of objectives and outcomes?

Why Do Adults Undertake Learning Experiences?

Houle identified three types of learners: goal-oriented; learning-oriented; and social-oriented (150). Powell and Benne in their 1960 AEA Handbook chapter on philosophies of adult education differentiate between process and content in adult education (265). This distinction is borne out by

Broschart, who describes two kinds of adult learners: those seeking humanistic experiences, such as independent and self-direction, and those seeking behavioristic experiences such as goal-related experiences (47). He uses these two directions as the basis for a typology of objectives, but the categories are not completely discrete. Although some learners may be more content- or task-oriented and others more relationship- or people-oriented, these two aspects of every learning activity are in constant interaction.

Johnstone and Rivera (159), Carp, Peterson, and Roelfs (56), Knowles (174), and NCES (310) have all suggested reasons (or motives) for seeking learning opportunities. Some of these are: desire to learn a specific skill, desire for a degree or credential, job-related reasons, personal and family reasons, desire for security, desire for new experience, socio-emotional reasons, and desire for recognition. Tough has simplified these into four main categories: academic purposes, vocational preparation and development, self-development, and the pursuit of a hobby, recreation or leisure-time activity (288). Weathersby relates ego stages with motives for education in adulthood (331). Lasker has constructed a table associating a certain motive for education with each of Loevinger's four ego stages. For instance, the self-protective stage is characterized by an instrumental motive for education; the conformist stage by a need to gain social acceptance and entry into social roles; the conscientious stage by the desire to achieve competence relative to standards of excellence; and the autonomous stage by a drive to deepen understanding of the self and increase one's capacity to manage one's own destiny (186).

Motivation for adult learning has been the subject of work by Grabowski, who identified seven factors: desire to know, desire to reach a personal goal, desire to take part in social activities, desire to reach a social goal, desire to escape, desire to study alone, and desire for intellectual security (118). Boshier found five motivational orientations: escape/stimulation, professional advancement, social welfare, external expectations, and cognitive interest (37).

Assagioli's work on the will is relevant here. He delineates six stages of will, all necessary for its complete and effective expression: 1) goal, evaluation and motivation; 2) deliberation; 3) decision; 4) affirmation; 5) planning; and 6) direction of execution (21:8). These steps would all be necessary, for instance, in the process by which the adult learner would enter into some kind of learning experience.

Objectives, Needs, and Motivation

Differences in objectives have been noticed between "traditional" and "non-traditional" students.* Diversity by Design reaffirmed the importance of these differences. The Commission on Non-Traditional Study therefore recommended greater emphasis on content vs. degrees, and more emphasis on noncredit learning, based on the rationale that the lifelong learner is

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*By "traditional" is understood the student who has remained in the school system through its compulsory stages and has moved without interruption into postsecondary education. "Nontraditional" students include all those who do not fit this description. Cross uses the term "new students" to refer also to those, outside the middle classes, who formerly did not aspire to a "higher education."

not as interested in the certification of learning experiences as the traditional learner (73). The setting of instructional objectives is studied by Steele and Brack (283). They point out that objective-setting is an important decision-making process which involves basic understanding of the learner, the provider, the content, methods, resources, and desired outcomes. Monette defines educational needs in terms of basic human needs, felt needs, expressed needs, normative needs, and comparative needs, which are capable of being satisfied through a learning experience (223). Needs are at the root of motivation: the difference between an unsatisfactory present state and a desired future state (the goal or objective) is what motivates behavior.

The multiplicity of motives, objectives, and needs which lead people to seek learning experiences should inform practitioners regarding the content and potential outcomes of learning opportunities for adults. Combined with an understanding of the internal and external nature of individual motivation, its people and task orientations, this knowledge can help those who plan, develop, and implement learning opportunities for adults.

Why Do Providers Offer Learning Experiences?

Gollattscheck, Harlacher, Roberts, and Wygal describe a community motivation for colleges which they consider ideal. A college with this kind of motivation would be linked to the community in such a manner that it determines its direction and develops its goals through interaction with the community, uses the total community as a learning laboratory and resource,

serves as a catalyst to create in the community a desire for renewal, provides a vehicle through which the community educates itself, and evaluates its successes by citizens' successes that are recognized as significant by the community itself (116). Although most colleges, universities and community colleges have some kind of community service as a motive, few go as far as the institutions described by Gollattscheck, Harlacher, Roberts and Wygal. It may be that institutions have life phases and developmental stages like those of individuals (331). If this is true, their motives for providing learning opportunities for adults may change over the course of their development. History can have a strong determining effect on institutional objectives. In periods where ivory-tower scholarship and publication are the most widely acceptable goals of colleges and universities, their motivation to serve adults in the community may be limited. When conditions make social action an acceptable goal, extension activities and community participation can emerge as bona fide institutional activities.

Providers other than colleges and universities, community colleges, schools, and community agencies are likely to have other objectives in providing service to adult learners. The profit motive is important for proprietary schools, and in fact, may not be totally absent for more traditional providers. In a slightly different form, this motive applies to business and industry and to labor unions. The most enlightened employers know that providing educational benefits and training for their workers may not only increase the quality of work life and morale in general, but may have an effect on productivity. Union leaders may seek to provide learning opportunities for their members in order to better their chances of winning at

the bargaining table -- a result that might not profit the union in a direct financial manner, but one that will increase support for the union and render direct financial benefit to the members.

Self-interest as an objective cannot be overlooked; nor can the interrelationship of self-interest and benefit to others. Like the businessman who trains employees to meet their needs as well as his, other providers operate from internal and external motivations, in the same way as individuals do. The religious organization provides education in order to strengthen the bonds of membership. Correctiona institutions provide training both for the long-term benefit of inmates and to occupy the time and minds of potentially troublesome prisoners. This example leads to the relationship between intended objectives and outcomes which may or may not be consciously planned.

What Are the Relationships Between Objectives and Outcomes?

The reason for combining objectives with outcomes is that there ought to be a relationship between them. Meeting the objective is a possible outcome of any learning opportunity -- failing to meet it is another possible outcome. Objectives and outcomes, however, may not be related: although there may be stated objectives for an individual's participation in a learning activity, there may be an equal number of motivations of which the person is unaware. Outcomes may also be unintended and unanticipated. They may be beneficial or harmful. Objectives and outcomes may also be intangible and difficult to measure. Either may have long- or short-range aspects. Learners and providers may have very different objectives for or outcomes from the same experience.

What Are the Consequences or Results of Learning Experiences for Learners and for Providers?

The NCHEMS Outcomes Project has been one major source of information concerning the outcomes of higher education (39, 192, 219). Their outcomes structure deals with three dimensions (audience, type of outcome, and time) and with five types of outcomes (economic; human characteristics; knowledge; technology and art forms; resource and service provision; and other maintenance and change). They treat individual, institutional, and community outcomes. They differentiate between outputs and impacts. This structure is very powerful in permitting the classification of educational outcomes. Some results to learners are: personal growth and development, emphasis on the learning individual and learning for its own sake, and community service.

Outcomes associated with specific kinds of adult learning are mentioned by several writers. Freedman catalogs a broad range of benefits resulting from the community school concept, including the feeling of belonging which neighborhood residents develop toward their school, bringing with it concomitant support politically and financially; an improvement in attitudes and behavior of children who see their parents involved in the school; more economical use of facilities like schools and libraries; and an improved community in general (106). Lee mentions outcomes of vocational education as measurable in obtaining and retaining jobs (188). Niemi postulates a series of benefits to be derived from combining adult education with educational technology/media. Some of these are: visual literacy, competencies such as learning how to learn, and a future orientation (242). Bergevin and McKinley advocate participation training as a

method because it aims at an outcome in the sphere of interpersonal relations as well as a content goal. Some educational results of the Indiana Plan are personal growth, creative self-expression, acceptance of personal responsibility for cooperating in a common task, better communication, self-examination, self-guidance, and sensitivity to others' needs (31). Perhaps the most unusual outcome measure described in the literature is that of increased social consciousness growing out of literacy training as practiced by Freire and his followers (119).

Summary

We have examined what motives, objectives, and needs learners and providers have in seeking and offering learning opportunities and have seen that there is wide variety in each perspective. Some possible relationships between objectives and outcomes were suggested. Outcomes were looked at from the provider and the learner point of view. To move from objective to outcome, the learner must be exposed to some content, by some methods, and via some functions carried out by the provider.

V. CONTENT, METHODS, AND FUNCTIONS

Questions: What subject matter do adults study? By what means do they study that subject matter? Who helps them and how? These are the questions addressed in this chapter. Content, methods, and functions are the three categorical descriptors which link providers and adult learners: it is through the content, methods, and functions offered by organizations, groups and individuals that adult learners come in contact with providers and with learning opportunities. Content, methods, and functions also link objectives with outcomes: whatever the objective, it is translated into an outcome via content, methods, and functions.

Content

Much has been written about the content of adult education programs and about the kinds of courses adults take. Tough's work has allowed insight into the content of the projects adults undertake themselves (288). The NCES survey shows a decrease in general education courses taken over the period 1969-1975, together with an increase in occupational, personal and family living, and social life and recreation courses (310). Johnstone and Rivera identified nine categories of content: job-related subjects; hobbies and recreation; religion, morals, and ethics; general education; home and family life; personal development; current events, public affairs, and citizenship; agriculture; and miscellaneous (159). The 1970 AEA Handbook lists the top five subjects as: vocational-technical; leisure-time activities; religion; academic subjects; and family and home life (280). Nadler breaks down the categories into occupational, religious, cultural, recreation, and public

affairs (228). The NCHEMS Program Classification Structure identifies eight categories, organized under degree- and nondegree-related subjects: Degree-related: general academic instruction, professional career instruction, and vocational/technical instruction; Nondegree-related: general studies, occupation-related, social roles/interaction, home and family life, personal interest and leisure.

Synthesizing these references, seven categories are here differentiated: 1) academic (credit and noncredit); 2) professional continuing education; 3) vocational-technical, career, and labor education; 4) social, cultural, and civic affairs; 5) religious and moral; 6) home and family life; and 7) personal and leisure activities.

Bloom et al. classify educational objectives into three domains: the cognitive, affective, and psychomotor (35). A similar differentiation can be drawn among content areas. Part of the content of adult learning opportunities can be classified as cognitive, involving areas of knowledge, often associated with traditional academic disciplines, but also including any substantive area that can be intellectually known and understood. Part of the content lies in the affective domain. The content may involve specific affective areas -- this occurs in sensitivity training sessions, for instance, and is often made explicit in values clarification courses and workshops. Third, the content may lie in the skills domain, where practical activities are emphasized: learning to type or play a musical instrument, to plant and work a garden, to lead a meeting, or to bathe a baby are examples. The domains

are not discrete; they overlap. Moreover, all seven subject matter categories here used have content in all three domains, as will be seen in the next section. A useful approach to an examination of the content of adult learning experiences would be to combine the concept of the three domains with the seven subject matter areas mentioned.

Academic

Academic material lies mostly in the cognitive or knowledge area, but also overlaps with the affective and skills domains. Although such material may have applications in other areas, it covers the kind of content associated with the formal education system: reading, mathematics, literature, language, science. Included in this content would be most programs leading to credentials such as postsecondary education degrees, high school diplomas, or their equivalents, for instance, the General Educational Development Test (GED). Other academic content may be taken with or without credit, such as foreign languages and adult basic education. Lists of such courses have been published by several sources (57, 90, 128, 295). The most extensive description of the content of academic courses lies outside the literature of adult and continuing education, because it overlaps with the formal educational sector. Medsker treats intensively the content of extended degree programs (217). The Proceedings of the National Conferences on Open Learning and Non-Traditional Study provide numerous articles on all aspects of space-free/time-free learning. The 1975 Proceedings especially contain several papers on content.

Adult Basic Education: Brooke's book includes several excellent articles on the content of ABE programs, including a historical perspective, the question of relevance, the matter of training in social skills, and specifics

of reading and arithmetic curriculum. DeLayo outlines specific ABE units including detailed instructional materials and ideas (85). Zintz and Bowren's work on teaching reading to adults stresses the need for a sound basis in understanding physiological, financial, and environmental problems of adult learners, and emphasizes the need for guidance. Full of practical methods, this work also contains an extensive bibliography (342). Russell advocates the use of consumer education as a vehicle for teaching ABE skills (272). A related approach developed as a result of the Adult Performance Level, APL, Project (246). This Project had as its objective specifying the competencies which are functional to economic and educational success in today's society and developing devices for assessing these competencies among the adult population of the U.S. The Project found that many adults do not possess these functional competencies. Further development based on APL is described by Parker (258, 317, 318), using the phrase Adult Competency Education. Using the APL Project's framework, other agencies have developed instructional programs. One example is the Adult Competency Instructional Guide, developed at Auburn University in Alabama. The five general knowledge areas of the APL are occupational knowledge, consumer economics, health, community resources, and government and law. Three basic skills are communication skills, problem-solving techniques, and interpersonal relationships. Combining these two sets of categories, instructional programs were designed to raise adult competency to the functional level (24). Adkins' Life Skills approach has some similarities to the APL work (3). Several of the monographs in the Research to Practice Series from Florida State University address the content of adult basic education programs. Their emphasis is on literacy skills and vocational competence (270). Mezirow's

work describes ABE as being legislatively aimed at helping adults whose inability to speak, read, or write English constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability. Thus, the content is focused on some functional concept of literacy (218). Ulmer sees all lifelong education as remediation in the sense that it is no longer possible to learn all one has to learn during the compulsory school years, but continual training and retraining is a part of the life experience of every functional member of the society (290). Content of such "remedial" education would include social, economic, and cultural materials at all levels of sophistication and difficulty.

Griffith and Hayes reviewed the state-of-the-art in teacher training for adult basic education after a Workshop to Increase and to Improve University Teacher Training Programs in Adult Basic Education in Chicago in 1969 (126). Freire suggests that the literacy teacher be an advocate for cultural action (107, 108).

Ryan's model for ABE in corrections includes three kinds of educational content: social adjustment education, vocational education, and basic communication and computational skills (274). Although he concentrates on the last of these three, the other two are also interesting. Dell'Apa's survey of education in corrections indicates a heavy emphasis on vocational and basic education (86).

Professional Continuing Education

This kind of content may also involve all three domains: cognitive, affective, and psychmotor. For example, increased knowledge might

result from courses for doctors summarizing new research findings in mental health. The affective domain could be addressed in courses for nurses on better communication with dying patients. Skills training for dentists might improve their ability to use new prosthetic materials. Advances in the continuing education of professionals have moved apace with the rapid increase in knowledge in the professions, requiring professionals to regularly update their knowledge and skills. Charters, in the 1970 AEA Handbook, suggests that professionals ought to lead the way in the recognition that lifelong learning is a necessity for all adults (280). He describes professional education as having four phases: 1) attaining a role-determined minimum, e.g., college education preceding certain professional schools such as medicine or law; 2) specific preparation for the profession, such as attendance at the professional school; 3) initial contacts with clients, such as internships; and 4) continuing education. Implications for continuing education grow from moral and ethical matters arising out of technological developments and changes in attitudes; increased specialization of professionals; and an increase in interdisciplinary cooperation, such as that between law and psychiatry. The university response to the demand for professional continuing education is characterized by the June 1977 issue of Continuum, the NUEA journal. Two interesting articles are by Harrington (133) and by Nowlen (248). Harrington, considering himself an outsider, sees rapid improvement in university-based professional continuing education programs, but remarks on the need for planning, evaluation, cooperation, coordination, interdisciplinary emphasis, and clarification of values. Nowlen believes the

major problems facing university continuing education for professionals are the lack of coordination between professional associations and extension divisions, a lack of definition of professional competence, a failure to understand the diversity of providers, and the multiplicity of organizations and associations involved in professional continuing education.

In a recent article in the Chronicle of Higher Education, Watkins pointed out that state legislatures are increasingly requiring continuing education for doctors, lawyers and others. The providers of this kind of training are not only colleges and universities, but private companies, government, and two-year colleges. Every state has some professional continuing education requirements (209). Penfield has addressed the question of mandatory continuing education for professionals (247). Niemi and Kuusisto searched the ERIC data base for materials on this topic (243).

Spearheaded by their professional associations, some groups have developed comprehensive programs of continuing education for their members. For example, the nursing profession has standards for such education and has published a journal in this area for over five years (13, 161). Because of their early entry into the field of continuing education, nurses have published interesting material about these experiences which is of general interest to those in other professions. The papers of the National Conference on Continuing Education in Nursing stress the essential nature of continuing education to professional competence, the necessity for continuing educators to collaborate with other forces for change in the society and for developing a consistent philosophy as a background for continuing education (230). A recent innovation in this area is a

continuing education registry, operated by the American College Testing Program. The registry serves professional organizations by keeping records of the continuing education activities of their members. It also carries on evaluation of courses for these associations and will provide individuals with a transcript of their continuing education participation (131).

Medical continuing education has been characterized by the development of innovative technology such as closed-circuit TV and satellite broadcasting, but developments here might be more widespread than they are. Relicensing requirements are keeping up on the profession however, often demanding a certain number of hours of continuing education. A novel program carried out by the School of Medicine at the University of California at Davis operates a travelling education unit serving outlying areas. A host community hospital invites the unit to present a program. Working with the host hospital staff, the unit designs a program involving medical, nursing, and paraprofessional personnel and presents it at the hospital (17). Hospitals as a unit often provide continuing education programs for their personnel. An example of this kind of program is that of Huntsville Hospital in Alabama, which has as its goal the provision of an employment environment for the maximum development of the employee's full potential. This includes a junior college linkage program, subsidization of educational costs, cooperation with professional associations in presenting continuing education programs, a hospital-university consortium, a community agency link which provides seminar speakers and programs, a competency-based

modular nurse internship, and a monthly calendar listing continuing education courses (196). Several hospitals have joined together to form the Northwest Mississippi Health Education Consortium (220). The goals are to further patient care through better-trained personnel and to establish an ongoing education consortium that shares planning and implementation of programs, resources, facilities, and equipment. By including rural hospitals without exceptional facilities, this consortium promotes a cost-effective high quality educational program which is intended to improve patient care. A specific subject area of medicine is addressed in Hickey's article on continuing education in gerontology. The author relates that he was able to achieve a more practitioner-oriented presentation of materials and decrease the purely academic nature of the course content. Concomitantly, practice and research were reported as interacting much more closely than before (142). An excellent review of the literature of continuing education in the health professions is by Nakamoto and Verner. They examined medicine, dentistry, nursing, and pharmacy (229).

The legal profession has not relied heavily on continuing education. An article by Leete and Loeb examines the question of mandatory continuing legal education. They conclude that although the need to keep current is important for any professional, their survey of lawyers indicated that lawyers do not favor any compulsory recertification or continuing education requirements (189). Pennington and Moore point out that while mandatory continuing education requirements can contribute to the improvement of professional practice, it must form part of a larger system addressing concerns about competent professional practice and not be relied upon as

the sole guarantor of such competence (260). This compares with Illich's insistence that compulsory education is no guarantee of competency, but can restrict the individual from learning what he/she needs and wants to know (154).

Vocational, Technical, Career, and Labor Education

Grouping these four types of content together emphasizes the relationships among them, rather than to suggest that they are identical. Relationships between the worlds of work and education are of importance in all four content areas. "Learning and Working" was the theme of the 32nd National Conference on Higher Education held in Chicago in 1977. The speakers were concerned less with preparing students for the world of work than with bringing work and education into the service of improving the quality of human life. Speakers like Willard Wirtz took a broad point of view on the employment theme, pointing out that the unemployment problem is larger than just a youth problem, that only people really matter, and that people want more responsibility for handling their own political and economic affairs. The probability that our "high standard of having" will give way to more concern for quality than quantity pervaded the conference, which concluded with the suggestion that the younger generation ought to prepare for anything, because anything may happen (102). Against this background, those writing about vocational, technical, career and labor education in the past few years have seemed prosaic in their approach. Again, all three domains are to be found in this content area, but much training is task-specific and involves on-the-job or apprenticeship kinds of experiences leading to competence in particular skills. An interesting development in vocational

education is the generic skills approach, developed by Smith at the Saskatchewan Department of Manpower and Immigration. Skills were clustered in order to identify certain skills with certain occupations, so as to train for those occupations. Occupations were classified together on the basis of similarity of skills required, and training programs were prepared (279).

Comprehensive descriptions of vocational education are to be found in articles by Lee (188), by Mangum and Walsh (213), by the National Research Council (235), and by Venn (280). The beginning of significant development of vocational education occurred about 1917 in the U.S. after the passage of the Smith-Hughes Act. The NRC document points out that the philosophy of vocational education was for many years the provision of workers for American industry and business. They suggest that a major change in emphasis occurred in the 1960's and the shift has now been made to an education which serves the learner rather than the business and industrial sector. This history dovetails to some extent with Dwyer's division of the education of workers into three historical periods: worker education, 1900-1935; labor education, 1935-1965; and labor studies, 1965 on, where labor studies represents a liberalization of the concept of education for workers, broadening the kinds of content and credentialing open to them as students (93). Mangum and Walsh are critical of the Manpower Development Training Act (MDTA) (and, by extension, other manpower programs) because they focus on the short-range goal of returning the worker to the work force as quickly as possible rather than developing in him/her a competence valuable in a long-range context (213). Venn's 1970 AEA

Handbook chapter notes the expansion of vocational and technical education, remarking on the increase in agricultural education, education for the office professions, consumer education, and manpower development programs (280).

The amount of literature on career education is on the upswing. Marland urged a policy which would include career education in the curriculum for all students, from kindergarten through grade 12, so that every student leaving school will possess the skills necessary to give him a start in making a livelihood for himself and his family, even if he leaves before completing high school (215). Tiedeman, Schreiber, and Wessell, have prepared a self-instructional guide to resources in career education which should be helpful for guidance counselors and individuals (285).

Barton and Moore press for increased research and development activities related to career education programs for adults, because such programs have been sorely lacking, despite the growth of career education for youth (28). This would be part of a lifelong learning curriculum for adults, preparing for job changes throughout the life span. Ackerman goes one step further in his suggestion that career development programs do not go far enough, advocating that they ought to prepare people for constant change in careers and other aspects of their lives by developing a broad outlook, flexibility, tolerance for ambiguity, ability to analyze and synthesize, and an ability to make decisions under conditions of risk and uncertainty (2).

Labor education, whose history has just been mentioned, has been greatly influenced by the unions since their rise to power in the mid-1930's.

Earlier, social science-oriented and politically-motivated worker education gave way to skill-oriented and vocationally pertinent courses until about a decade ago, when liberal education for workers emerged. Carlson reminds the reader that labor unions are interested in much the same things as business, being a part of the capitalist system (53). By supporting members' needs for learning opportunities, the unions, like the businesses mentioned earlier, are not only helping their individual members, they are building up loyalty to the union and support for its program in general. Related to the activities of labor unions has been the work of the Workers Education Association (WEA) in England. Fieldhouse's recent historical and critical review of worker education as carried on by this group is extremely interesting (103). European developments in worker education have outstripped those of the United States. Moltke and Schneevoigt have recently published a detailed examination of educational leaves for employees, describing developments in France, Germany, Italy, Sweden, Austria, Belgium, the Netherlands, Norway and the United Kingdom in a report sponsored by the Carnegie Commission on Policy Studies in Higher Education (55). The report of the Recurrent Education Conference of 1973 examines this philosophy of post-compulsory education common in Europe (226).

Social, Cultural, and Civic Affairs

This content area is largely knowledge-based, although affective areas such as group communication, and skill areas, such as musical training, are included. The emphasis is on information concerning cultural and social matters, such as literature, art, and music; and on citizenship and political responsibility. Examples might

include a college music appreciation course, a series of museum or gallery tours, a Great Books discussion group, or a League of Women Voters briefing on state legislative affairs. Community action projects falling in this content area would involve political skills in addition to knowledge about the political process. Johnstone and Rivera found that public affairs, current events, and citizenship represented only 3% of courses reported in their study (159).

Fuller describes a community college program designed to assist the community with the development of leaders. A study revealed that leadership in the community was concentrated in a relatively few people and the college responded by offering leadership training for these leaders. Content included material requested by the learners themselves: financing of projects, motivation of citizens to participate, planning of programs, and cooperation among agencies. A series of nine seminars was offered, with a certificate of recognition given to those who completed at least seven (109). Marlene Wilson describes volunteer programs and the content of training given to volunteer workers, volunteer coordinators, and staff who work with volunteers on social and civic projects (336). The Smithsonian Resident Associate Program enables persons in the Washington metropolitan area to experience and appreciate resources of the Smithsonian and other area resources in the arts and technology (261).

In his volume of essays about Freire, Grabowski reports the reactions of adult educators to the philosophy and practice of the Latin American adult educator. Freire is well known for his pedagogical method which teaches

literacy together with social consciousness raising. Although the content of Freire's teaching is literacy and political awareness, it is his method which is most interesting, and the section on method will contain more detail about his work (119).

Religious and Moral

Religious and moral content in adult education is not as limited as one might first think. Knowledge is an important component, as in Bible classes and theological studies, but programs involving the affective component of human life have grown in importance, for instance, church-sponsored marriage encounters. Skills training has also been added to the content of religious programs in getting adult learners to practice listening and other interpersonal relations skills. While churches, synagogues and religious organizations are the main providers of such learning opportunities, they are sponsored by others as well. Of course, much religious and moral training takes place in the informal sector, at home and with one's peers. Colleges and universities offer religious studies courses. Parochial schools base their curricula on the creed of their religious affiliation. Sunday morning television and radio abounds with religious programming and religious and quasi-religious programs fill the TV screen, radio, and newspapers at the Christmas and Easter seasons. In the meantime, the content of the programs to be found in churches and synagogues has broadened to include religion in its larger context, coping with social injustice, discussing moral problems in a relativistic society, values clarification and personal and family growth (199, 278). Recent trends in religious education tie in with awareness of adult development. Interesting

articles on adult moral development and its relation to education in churches and synagogues appear in a special issue of Religious Education (268). Although adult education has had great importance in Protestantism, Catholics and Jews have been less active in this tradition. Recently, the National Conference of Catholic Bishops strongly endorsed adult education as the foundation of catechesis (232). A new work by Goldman urges Jewish leaders to recognize the role of lifelong learning in Judaism (114).

Home and Family Life

Hendrickson and Hendrickson in the 1970 AEA Handbook describe programs which teach family life education. Arising from early grass roots parent education, the home and family life movement grew from a program where parents came to hear the advice of experts to a stage where groups studying together help each other cope with their problems. Several government agencies have become involved in home and family life programs. The Cooperative Extension Service has a systematic program of publications and courses. Anti-poverty programs usually include a family life component. School systems sometimes offer courses and discussion groups, as do many organizations, such as PTA's, women's clubs, and church organizations. Colleges and universities are including such courses in their curricula and they sometimes form part of the high school curriculum in health (280). All three domains of learning are involved: knowledge, caring, and skills all form part of the content of home and family life education.

Personal and Leisure Interests

The content of adult education may all come down to personal interests in the final analysis. It is because of such interests that adults

are willing to invest time in learning and teaching. Activities such as sports, recreation, and crafts are usually included in the category of personal leisure interests. Personal growth in included here also, for instance, activities like human relations and sensitivity training. Golembiewski's book includes important readings about sensitivity training, which represents both a content and a method. Growing out of group dynamics work, the purpose of such training is to increase people's awareness of how they function as individuals, of what kinds of factors go into their own attitudes and relations to other people, and to realize that the other people with whom they are dealing have the same kinds of factors in their own development which affect their relationships with other people. Advocates hope to improve communication among people and to enable them to work better in groups, since that is a mode in which much of our working, education, and personal lives are carried on (115). In the area of personal and leisure interests, there is some cognitive content, but the emphasis is on the affective and psychomotor domains, including craft and sports skills.

Summary: Whether the adult's desire is to know some information or process, have an emotional experience involving other people, or to learn how to do something, there is somewhere a learning experience to satisfy that motivation. Jensen stresses that the main purpose of all adult education ought to be individual self-fulfillment: helping adults develop into the best persons they can be is the most significant content an educational program can have (280).

Methods

Learning Opportunities for adults may be provided in a variety of ways. The choice of the term "methods" for these ways was not made without an awareness of alternate terms that might have been chosen. Verner differentiates among methods, techniques, and devices (325). When he refers to the relationship between an agent or adult educator and a learner in a definite situation, he uses the term "technique." Knowles uses the term "format" to coincide with Verner's "method," referring to the relationship between the institution and the body of participants for diffusing knowledge (174). Some writers use "methods" and "techniques" interchangeably. By devices, Verner means instruments, arrangements, etc., used to enhance the effectiveness of techniques. The term "delivery systems" was also considered, but was rejected because it implies a one-way process from the provider to the learner. "Methods" was chosen somewhat arbitrarily: it was used by a large number of the writers whose work is here reviewed and its meaning is inclusive of related terms.

Lists of methods used with adult learners come from various sources. Most learning experiences involve multiple methods. The ANA Standards for Continuing Education in Nursing lists and defines several interesting methods: the case study; the clinical practicum; the clinical session; the conference; the debate; field experience; field trip; forum; institute; panel discussion; plenary session; self-instructional learning; seminar; short term course; staff development; symposium; and workshop (13). Jonnson, in the 1970 AEA Handbook, includes discussion, lecture, reading assignments, programmed

material, interview, games or simulations, debate, tour, and demonstration, among others (280). The UNESCO Manual for the Collection of Statistics, under "modes of education" lists radio and TV courses, correspondence, multi-media instruction, and face-to-face instruction which includes visits, ad hoc group meetings, and demonstrations (293). Houle's Design of Education treats the analysis and planning of adult education activities. He suggests a process for developing appropriate learning experiences based on multiple possible contexts, methods, kinds of learners, resources, time constraints, and objectives (149).

Bergevin, Morris, and Smith's Handbook provides a useful work for people who select and use procedures for adult education. They include fourteen educational techniques, six subtechniques, and five aids. Each is described, examined for its usefulness, pictured physically, and steps are given for carrying out each one (32). Waite, writing in Brooke's ABE readings text, describes many methods useful in ABE, including some not mentioned in other adult education texts, such as listening to readings, both recorded and live, and oral presentation (46). Zintz and Bowren also include practical methods in their work on teaching reading to adults (342). Perhaps the most comprehensive list of methods ("formats") comes from Knowles. He lists: action projects; clinics, institutes, and workshops; clubs and organized groups; conferences and conventions; courses; demonstrations; exhibits, fairs and festivals; large meetings; trips and tours; and community development (174). Leypoldt discusses ways of learning in groups, relating the structure or communication pattern with different functions or responsibilities, for each method (194).

The NCHEMS Program Classification Structure (PCS) has synthesized much previous work on methods, arriving at ten categories of "delivery mechanism." Although this terminology is not in accord with that of this review, the categories appear to be exhaustive and inclusive. They are given, with definitions and examples, as follows: distance teaching/independent study; instructional materials/devices-based instruction; directed individual study; directed experiential learning; classroom; seminar/workshop; laboratory; assembly; mass media instruction; and nondirected experiential learning (266).

Categories of Methods: Quite a few works choose one method and describe its history, strengths, and uses. A few of these are excellent and will be mentioned here. Using the PCS classification as a guideline, the first method to consider is distance teaching/independent study. Materials published by the National Home Study Council deal with this method, where students work at home on correspondence lessons (234). The DANTES catalogs include one for independent study, serving as a resource for information about correspondence courses of all kinds (295). Erdos offered specific information about the need for correspondence teaching, particularly in developing countries, in her UNESCO Source Book (96). Sponsored by the Carnegie Corporation, MacKenzie, Christensen, and Rigby studied the history, current status and future potential of correspondence instruction in the U.S. (211). Edstrom, Erdos and Prosser stressed correspondence study in their work on mass education (216). MacKenzie and Christensen collected a set of 48 readings, 1883 to 1969, from all parts of the world on every aspect of correspondence teaching (210). Innovations in correspondence education are being

developed by the University of Mid-America, Miami-Dade (FL) Community College, Dallas (TX) School District, and Coastline (CA) Community College. These, like the Open University, are pioneering courses to be offered through correspondence in conjunction with other media.

The second category of methods is instruction based on instructional materials or devices. Programmed instruction, advocated by Andrilovic, can be used with or without electronic media. The Yugoslavians have reported considerable experience and success with programmed texts (18). Lumsden warns educators that such texts sometime do not live up to the claims made for them by publishers (205). The learning center, as described by Karwin, includes equipment and appropriate space assignment for the use of programmed learning materials and audio- and video-taped materials which the student might use at his/her own pace (163). Instructional materials also include textbooks, books of readings, study guides, audio-tapes, and workbooks. Many of these are used together with other methods, such as distance teaching.

The third category is directed individual study. This includes library-directed programs such as those mentioned by Monroe (224) and Houle (151). Monroe mentions that the library may serve as a learning center, as described by Karwin, but adds the kind of librarian-assisted study involved with preparing for examinations to confer credit equivalence, and with engaging in a planned reading program in a subject field. Among the seven roles of the public library in adult educational service, Houle describes

three which fall in this category: provider of service to the independent student, provider of generalized counseling for individuals or groups, and counselor to students in credentialing programs.

The fourth category of methods is directed experiential learning. The Manpower Administration has published a useful and informative booklet on its apprenticeship program, which defines apprenticeship as "training in those industrial occupations requiring a wide and diverse range of skills and knowledge as well as maturity and independence of judgment and as involving planned, day-by-day, on-the-job training and experience under proper supervision, combined with technical studies in subjects related to the trade" (297:1). State apprenticeship agencies register programs so that the basic standards of the Bureau of Apprenticeship and Training are maintained. Garner, in Lifelong Learners - A New Clientele for Higher Education, has written a chapter on the performance-based campus, where he advocates extending the principles of performance-based learning not only to the students, but to faculty, administration, and support personnel as well (324). This is an interesting application of directed experiential learning. Keeton et al. present the case for learning outside formal schooling and the credentialing of such learning (164). Internship also falls into this category.

Another category is that of the classroom method. This refers to methods which use a sequence of learning experiences in systematic order and of predetermined duration, where a teacher is charged with direction, organization, and control of the experience (69). Grabowski has collected some essays on

Freire's philosophy and practice which describe methods used with illiterate people, many in underdeveloped countries. The methods use a traditional setting, the classroom, but combine the literacy training with the raising of political consciousness by techniques involving a dialogue between the students and Freire, the teacher (119). Long, in his work on religious education, faults traditional classroom methods for using too much memorization and not actively involving participants in their own inquiry (199). Brooke's work includes several articles on methods in ABE which summarize research so as to help the teacher to better use the classroom situation. Broad approaches and specific techniques are related to learner needs (46). Some additional information about ABE classroom situations is included in Research to Practice (270).

The next category of methods is Seminars/Workshops. In this method, responsibility for learning is shared by the group members and the teacher/agent(s). The group meets under the direction of one or more teacher/agent(s), to discuss topics of mutual interest and concern (69). Since a great deal of the writing on methods to be used with adults deals with group methods, much of the literature examined for this review is included here. Only a few items will be mentioned. Osinski, Ohliger, and McCarthy review the research on group discussion as used in adult education, relating it to a frame of reference that places the individual above the institution. The most important works in group discussion as a method are included in their review (255). The Indiana Plan, a group discussion plan for religious education, received much interest because its philosophical aim was to improve the nature of the relations in groups discussing religious material, to encourage individuals

to take responsibility for the group's activity and for their own education. In practice, this method was found useful in subject matter outside religion as well (30, 31, 60, 281). Houle's study of residential continuing education defines and gives the history of residential continuing education in the United States and Europe. The main patterns of such education are: 1) living and studying in the center, so structured that all the normal socially sanctioned processes of daily life are designed to advance or aid learning, and 2) living in a facility not directly part of the study center, but closely enough related to it so that the intellectual and social relationships reinforce one another. The purpose is to provide a total environment for learning and the most typical activity associated with a residential center is a conference or workshop. In the twenty years since the major centers appeared, they have made progress toward establishing themselves as important new instruments of an old conception of teaching (152).

The next category, laboratory, is not found much in the literature review. In fact, Karwin argues that laboratories are an unproven method of teaching and might be eliminated from the necessary facilities in a learning center (163). It might be assumed that people wishing to study sciences requiring laboratory work must somehow affiliate with the traditional or formal school system. Another type of laboratory training is in the human relations area. Golembiewski has edited a nice collection of papers in this field (115). Laboratory methods are also used in the learning of foreign languages and in art studios.

Assembly, the next category, involves a group of individuals too large to permit effective face-to-face interaction. They are generally specifically structured learning situations which involve a single independent event (or series of such events) where the major control is held by a teacher/agent. Examples are lectures and community gatherings (69). It was included in the questionnaires for che Johnstone and Rivera and the Carp, Peterson, and Roelfs surveys (159, 56). However, as a method, not much is said about it in the literature. Large lectures in public halls have not completely disappeared from our communities, and often form a part of or a stimulus to an adult's learning projects.

Mass media is the next category. It includes methods in which instruction is provided for a general, nontargeted audience, with no interaction intended or allowed for (69). Although it is acknowledged that mass media may in fact be part of other delivery mechanisms, particularly distance teacning, the literature on mass media methods is grouped together here in this review. Teaching via TV, radio, and newspapers is a popular method for adult learners. The gap between theory and practice is a rather serious one, however. The technological possibilities of electronic media are far greater than the present applications. It was McLuhan who first popularized the possibilities of the media, including its educational potential (212). A chapter by Lewis in Vermilye's Lifelong Learners treats courses by newspaper. The possibility of national access and favorable economic conditions allow wide distribution through an already-existing medium. The cost per student is very low. The opportunity for such programs is unlimited and has only begun to be tapped (324). In the same volume, Mayeske writes about

the Open University in America, suggesting increased use of television, radio, correspondence texts and learning kits to make higher education available to active adults who would find it difficult, if not impossible, to enroll at a traditional college or university. Comparisons with the British system are made: the characteristics of students, requirements for degrees, and multi-disciplinary implications. The Open University provides an important and flexible alternative for the active adult pursuing a university degree (262,324). Courses by TV, satellite, newspaper, and other forms of technology are described and explained in each of the volumes of Proceedings of the National Conferences on Open Learning and Nontraditional Study (231). Canadian Open Adult Learning Systems suggests the possibility of an open schooling arrangement for ABE in Canada, using a learning center, mass media, tutors, and computer-assisted evaluation, and discusses the potential of mass media for basic training for skill development (51).

McElreath addresses education via commercial TV, where the audience is not captive, but can change channels. He stresses the importance of using top quality programming and personnel to capture a substantial part of the adult audience for educational programs (208). Walton advocates VTR -- video tape recordings -- as the technology of the future for nontraditional study (326). Brown, Brown, and Danielson did a research project on how and why people learn from television and found that programs need to be paced appropriately, that the selection of presenters is important, and that overly sophisticated techniques of presentation can be distracting (48). Adler and Baer's proposals for educational TV are based on input from many educators and

communications people from all over the nation. They advocate a producers' guide be published, program materials be developed, a pilot project be carried out, a market research study and financing study be done, a campaign be mounted to educate the educators about cable television, and a national system be established for collecting, assessing, and distributing instructional materials (4). Niemi emphasizes the use of media to serve humanity's needs and concerns. He believes the movement to lifelong learning must be augmented by the use of the latest in educational technology: since education must increasingly be thought of as an activity that continues throughout human life, every possible means of providing learning opportunities must be used. Technology certainly includes equipment, but is not limited to mere devices; it can be thought of as a systematic way of designing, applying and evaluating the total process of teaching and learning (242). In his Mass Media and Adult Education, Niemi has brought together eight important essays, including critiques of present practice, a discussion of training programs and descriptions of existing uses (240).

The final category, nondirected experiential learning, is an important one for adult learning. There are many variations on this theme in the literature. Methods such as cultural exchange programs, tours and travel, reading books and watching television could be included in this category. Avakian (in Lifelong Learners) writes about learning contracts which address themselves to the long-range plans of the student, specific purposes or topics, learning activities and the means for learning, and the criteria of evaluation (324). Other adjuncts to self-directed study are sometimes offered as

alternatives to traditional learning. For instance, Hankin mentions testing for proficiency, contract learning, and correspondence study as alternatives in the community college setting (132). Diversity by Design also describes alternative methods of gaining certification (73).

Tough's work on the adult's individual projects is the most comprehensive treatment of independent learning. The methods used by adults in their projects involve the planning of the learning and the seeking of help in that planning. Help may come from individuals, non-human sources, or groups. Each of these has advantages and disadvantages. Tough found that the learner himself planned two-thirds of all projects and carried them out totally independent of help. It is impressive to think of adults as being ingenious and motivated enough to do this, but learning projects could be made easier if communities provided learning consultants who could help adults in their learning plans (288).

Most of the writers, differ as they might in the breadth or narrowness of their lists of methods, are agreed that the methods used with adults ought to differ from those which have traditionally been used to teach children. Knowles has used the term andragogy to emphasize this difference. He means by this term helping human beings learn, including involving them at every step of the seven phases of development of any learning program, from setting the climate for learning, through the final evaluation (174).

Learning Style: Weathersby summarizes the research on people's preference for how to learn. Learning styles are generally indifferent to time-related

perspectives and unrelated to life phases or developmental stages. Basic preferences for how to learn remain relatively consistent from childhood to adulthood. The implications of this concept for adult learning are great. Just knowing one's preferences and the modes one ordinarily neglects can make learning a more conscious activity, particularly important in self-directed learning. Deliberately selecting a learning style outside one's customary repertoire may enhance learning. People tend to learn in a variety of styles, rather than just one, even though one may predominate. Weathersby refers to Kolb's typology of learners and Jung's personality types in her interesting discussion of learning style (331). Comfort, in his "model" of adult higher education (an outline of activities, assumptions, and policies), mentions that the instructional program needs to provide a number of alternative methods which offer the choice of learning style which the adult prefers (70). This includes a preference for authority or autonomy -- some students would prefer to have others design their instruction, others prefer to be involved in planning. Fleece also reminds adult educators to be aware of the learning preferences of adult learners -- these preferences will determine how well those learners respond to the educational experience (104).

Summary: In addition to the relationship pointed out above between learners, their learning styles and methods, there may be associations between methods and content, and between providers and methods. For instance, scientific courses may need laboratory methods or the classroom may be the most

appropriate place for presenting academic content. Public libraries may be associated with nontraditional methods such as independent reading programs because of reasons such as the kinds of resources available. Similarly, correctional institutions will be limited in method because of the limited freedom of the inmate-students. Whatever the method or methods chosen, Knowles' admonition about the differences between andragogy and pedagogy has pervaded the adult education world. As mentioned above, it is important to realize that individual learning experiences usually involve several methods. The state-of-the-art in the mid-1970's is a beginning realization of the multiplicity of the means by which adults learn.

Functions

The term functions is here used to mean the operations which support learners and the learning process. It includes administration; counseling and guidance; design and implementation of instruction; research; evaluation; community service; and information services. There are probably other activities of providers and learners which could be categorized here. The categorical descriptor, functions, arose during the literature review because the initial set of descriptors, which was supposed to be able to describe any program of adult learning, failed to cover this type of operation. As time progressed, more and more items were seen to fit here. Relationships with other categorical descriptors are close. For instance, the implementation of instruction is done through the choice of one or more of the methods described in the preceding chapter. Information services (library and media activities) are closely related to and

dependent on the information sources mentioned in Chapter I. The concept of community service is included in this review in a separate chapter on community.

Four of these functions received much attention in the literature surveyed. These are: administration; counseling and guidance; design and implementation of instruction; and evaluation.

Administration: Grouped here are items on decision-making and governance; management of operations; planning; personnel management; budgeting; accreditation and licensing; and inter-institutional coordination.

Kreitlow at one time saw the adult education administrator as a change agent. He examined some of the research about the adoption of innovation and suggested a way of translating research into the organization of adult education programs (280). Thinking of programs for adult learners in this light can be advantageous in planning for the establishment of such programs. (New ideas are emerging here -- as democratic participation in planning increases, the "change agent" concept becomes open to question.) A comprehensive example for program planning is the resource and needs analyses carried out in various regions of New York State under HEA - Title I. Each regional survey prepared a demographic profile of its population, based on statistical materials available; carried out an assessment of continuing education needs of adults; and inventoried learning opportunities in the region. This information base can form the

foundation for the planning of learning opportunities for the people of New York State (58).

Administration of special kinds of programs has been well-documented. Knox and Woods prepared an instrument to help in the reporting of activities in university extension divisions which may serve as an example of recording forms and of the kinds of data which need to be collected (178). The American Nurses' Association and the American Academy of Pediatrics prepared and published guidelines for continuing education courses for pediatric nurse associates and other publications of the ANA set out objectives, planning, organization and administrative guidelines for continuing education in nursing (14). In their work on community renewal colleges, Gollattscheck, Harlacher, Roberts, and Wygal discuss mission, learning about the clientele, cooperating with other agencies in the community, administering the program (trustees, funding problems, staffing, and program planning), and self-renewal (116). LaForest (185), Brooke (46), Paeschke (257), and Research to Practice (270) all deal with the administration of adult basic education programs. LaForest suggests a systems planning approach to put a shaky ABE program on its feet. Brooke's book contains several articles dealing with administration of ABE programs in the U.S. and Canada. Paeschke showed the potential and actual uses of computers for administration and instruction in ABE. She describes several systems, including details of what information is available, what reports are generated, what hardware is used, and what personnel are needed. She concludes that computers may be used as an educational management tool to promote individualization of learning experiences in an adult education

setting, by relieving repetitive administrative work, providing management information systems, and by improving the quality of decision making. The Research to Practice Series contains valuable monographs on recruitment, the role of the paraprofessional, in-service education, and preventing dropouts.

Administration of a labor education program presents special problems, addressed by Roberts (271). Running an adult education program in a correctional institution is the task for which Ryan designed a model (274). Again, a systems approach is suggested and a step-by-step process is described by which a program can be set up and operated. The flow-chart model is an excellent one and far more generalizable than one might think, considering the subject matter. Academic administrative problems and their effect on adult education are treated in a section of Lifelong Learners. Articles concern affirmative action, tenure, and unionization, collective bargaining, faculty renewal, financing proposals, and governance (324).

Accreditation problems are special for non-traditional programs. Accrediting refers to the acceptance of an institution or program by some national or regional agency having accrediting power. This confers peer approval and affects the status of a program and its graduates. Licensing of an institution is usually done by a state government and confers governmental approval and certain rights. Credentials are given by an institution to its students as they fulfill certain requirements. If the institution is accredited, these credentials have increased value in status and/or financial terms. Heffernan's chapter in Planning Non-Traditional Programs

distinguishes between nontraditional programs and degree mills. He points out the difficulty of accrediting standards for nontraditional programs (81). Licensing of nontraditional programs presents difficulties, discussed in the report of a working conference for state licensing officials held in 1975. The chartering and licensing of educational institutions is a way of assuring citizens that their investment in education will be worthwhile. Unscrupulous persons can profit from dishonest educational schemes, but restrictions on new institutions are difficult to enforce and it is hard to know what criteria should be applied, especially as nontraditional programs proliferate (110). Hodgkinson, in a chapter of Lifelong Learning, contends it may be time for higher education to get out of the credentialing business. He suggests that there be two kinds of awards: degrees as statements of intellectual interest and experience, and proficiency based credentials. The degree could be handled by educational institutions, but the credentialing ought to be done by regional examining institutes, concerned with what people know and can do, rather than how much education they have had (324).

The collection of statistics on adult education at the national and international levels is a problem addressed by UNESCO (293) and Statistics Canada (50). The Canadian Statistics Agency has produced a proposal for providing comprehensive, meaningful and up-to-date information about continuing education in Canada. It would involve an annual survey of sponsors and a biennial survey of individuals, plus the creation of an organization for planning, reviewing and evaluting the system.

A welcomed suggestion made by Griffith in his 1970 AEA Handbook chapter is for increased coordination among adult education providers. He suggests there be more adult education councils and neighborhood centers and a move toward closer relationships advanced by such groups (280).

Counseling and Guidance: Counseling of adults is a fairly new practice. In connection with ABE programs, this kind of service may be extremely important. The social, economic, and health problems of students may interfere significantly with the learning goal. The Research to Practice series includes a monograph on supportive services which discusses community resources liaison, coordination of referral services, and, in some cases, provision of services (270). Five categories of services needed are: mental health services, health services, occupational services, legal services, and financial services. Computer-based counseling is beginning to take on importance, according to a set of abstracts prepared by Knox, Elliott, Grayson, and Green (177). With it comes the problem of assuring privacy to clients. In 1975 and 1976, the New York State Education Department undertook a program to devise an educational and career information and counseling system in New York and the Northeastern states. Distressed by the fact that many would-be learners fail to participate in the adult education system, Kurland and others found that adults needed help with their learning interests and set in motion a program to learn about existing and potential counseling programs and to plan a suitable delivery system and coordination network (71). A conference on educational and occupational counseling and information systems for adults, held in April 1976, in Virginia, resulted in recommendations regarding needed research, new

projects to be funded and government services which could be provided. The projects mentioned were: 1) coordination and accumulation of information, 2) development of innovative delivery systems, 3) assisting new agencies, 4) investigating funding structure and strategies, and 5) providing an information clearinghouse (74). Very recently, the College Entrance Examination Board surveyed "in-transition adults" with regard to their needs for helping services. In-transition adults included those unemployed and looking for work or those dissatisfied with their jobs and considering a new career. Needs for four services were identified: information, counseling, guidance, and training among "in-transition" adults and among a control group of adults who were not in transition, indicating the general nature of these needs (20).

One kind of solution to the need for support services is the development of educational brokers. Writing in Lifelong Learners, Wilson addresses the problems of student mobility and the desirability of transferring skills, accomplishments, and buying power from one institution to another. Drawing an analogy with the travel industry which moves people safely and rapidly from one place to another and sees to it that they are housed, fed, insured, and entertained, he suggests that a similar sophisticated and global information system determine educational needs and desires and help meet them (203). In the same volume, Schlossberg suggests the establishment of brokering services to provide community-based guidance. She gives as examples the Regional Learning Service of Central New York, the Community College of Vermont, and the Career, Counseling, and Guidance Project in Provident, Rhode Island (324). Heffernan, Macy, and Vickers at the National

Center for Educational Brokering in Syracuse, have published a document that shares the experiences of people who have established and run such programs. It includes a definition of brokering which limits it to post-college-age students, making it possible for them to continue their education by offering counseling, instructional referral, and advocacy services. It describes the operation of such services, the characteristics of clients, the nature of staffs, relationships with other institutions, financial problems, and evaluation of efforts (138). Similarly, Summerskill and Osander propose an "educational passport" in their chapter in Lifelong Learners. This would be a portable document which would represent a person's educational experience. It would be the individual's personal property and would move with him/her throughout life (324). In addition to agencies whose sole function is educational brokering, support services of this kind are being set up in other agencies. The National Conferences on Open Learning and Nontraditional Study address this matter also (231). Some colleges and universities offer this kind of counseling, as do certain social agencies and organizations, some space-free/time-free institutions, and public libraries. The need for some kind of coordinator to help the adult with learning projects, stressed by Tough (288) and Coolican (79), might be satisfied in the provision of this kind of service. ACT's Course Locator Service is a national information system which: 1) allows individuals to request courses by subject, geographic location, time, and provider; 2) helps institutions to avoid offering duplicate courses by identifying existing offerings; and 3) assists providers to locate potential participants for their courses (131).

To expect the individual, unaided, to find a way through the many programs offering courses, degrees, credentials, licensing, training, and other learning opportunities is unrealistic. Even if the adult eventually decides to forego classroom learning in favor of self-directed projects, the helping services provided through educational advisors may help him/her to be aware of the alternatives.

Design and Implementation of Instruction: The function of designing and implementing instruction is related to other functions, of course. As Knox points out, the elements of context, performance, condition, personality, and learning are interrelated (176). Bergevin, Morris, and Smith stress the importance of choosing a method appropriate to the overall instructional design (32). Houle's entire book is devoted to the importance of the interactions of various factors in the design of education (149). The Research to Practice Series includes a monograph on the planning and implementation of instruction, pointing out that all levels of personnel are involved in decisions about instruction, from the setting of goals, through the specific operationalization of the objectives into program activities, and their implementation in the classroom (270). Missing from consideration in this monograph is the factor Knowles considers most important -- the student (174). For Knowles, involving the learner in the design of his/her own educational experiences is part of the process of andragogy: the function of adult educators is to facilitate learning by helping learners set their own goals, determine their own needs, and plan their own learning. Failure to include the learners in instructional

planning and design means reverting to pedagogy, which Knowles believes is an unacceptable method even with children. An example of instructional planning for a specific group of adults is a document edited by Hendrickson, growing out of three institutes on educational programs for older adults, held in Florida in 1973. Beginning with background information on understanding the older adult and his needs, the psychology of aging, and the basic similarities of the needs of the old and the young, the essays in the volume move into planning areas. Among those discussed are the need for a second career, counseling and teaching, the use of community resources, and learning among the elderly. The emphasis throughout is on involving older people in developing their own programs and on improving the public image of older people in the community. This is especially important in areas like Florida, where large numbers of retirees congregate and it may well be from such places that major contributions to our understanding of the potential contribution of the elderly to the community arise (140).

Evaluation: Three questions on evaluation emerge in examining the literature: why, what and how? Each of these will be examined in relation to the evaluation of learning opportunities for adults.

1. Why is evaluation done? Gephart discusses three basic frames of reference: evaluation for measurement, carried out simply to keep track of activity; evaluation as service to decision-makers, carried out to help improve programs; and evaluation as judgment on something already concluded, carried

out as a ranking activity. He urges that the evaluator decide which of these purposes suits the situation being evaluated, in order to do the best possible job of evaluating (111). In some instances, evaluation is mandated by some authority. Where accountability is the purpose of evaluation, programs have met the demands for information placed upon them, but it is not known if the really important aspects of the program are being evaluated. The question of what is important and what is not is the central evaluation problem. A legislative budget committee may be asking for information about dollars and cents when the program goals have been in intangibles, thus making for increased difficulty in the evaluation process. Pierson and Scheel surveyed accountability practices in adult education (264). Groteleuschen, Gooler and Knox state the three purposes of evaluation as: to satisfy a mandate; to justify what is being done; or to improve or change (127).

2. What is evaluated? Any of the categorical descriptors of this literature review are potential objects of evaluation. Learners, providers, objectives, content, methods, resources (including staff and facilities), outcomes and functions may all be evaluated. In this review, the emphasis is on learner evaluation, program evaluation, and staff evaluation. Knowing what to measure in order to evaluate the learner is a key question, according to Broschart (47). Boulmetis suggests that, although cognitive evaluation is possible in ABE, it is not usually done. He introduces a tool for this purpose which was developed by ETS (38). Warren addresses the problem of evaluation for nontraditional experiences. He underscores the preferability of criterion-referenced measurement as opposed to normative

comparison with daytime students, who, he argues, are not comparable to nontraditional students (327). Reliable and valid program evaluations are difficult to do. Knowles insists on evaluation as part of the program development process (174). He sees ongoing evaluation as an intrinsic part of planning and carrying out any program. Other advocates of the systems approach also urge that evaluation be built in from the beginning of any program in order to continuously measure how well the program is meeting its objectives, how and why shifts in emphasis are being made, and what changes are needed (274). Evaluating staff presents still other problems. If the relationship between teaching and learning is problematic, as Broschart (47) and Green (123) point out, then the effectiveness of the teacher may not be directly measured by the performance of the learner. For instance, although there may be a greater dropout rate in adult work than in traditional, formal educational systems, the reasons may have to do with the individual's goals, which may not coincide with those of the course -- the learner may drop out when his/her individual goals have been met, even if the course is not over. Staff evaluation in a brokering agency is discussed by Heffernan (138). Observation, narrative records of class meetings, and faculty meetings are mentioned by Knowles as methods of evaluating staff (174).

3. How is evaluation done? Evaluation faces the problem of conforming to the statistically stringent standards of research, partly because there is almost never a possibility for randomization and the setting up of equivalent control groups, since programs are not designed for research purposes, but to carry out an educational mission. Yet evaluation must be

methodologically sound if it is to produce valid and reliable information. Some consideration of this problem has appeared (250). Other problems of evaluation include its expense in time and money, and the risk involved in drawing conclusions about the continuation of programs on the basis of too brief an experience. As new evaluation techniques are developed and an awareness of the value of evaluation grows, some of these problems will be minimized. Several fine works on how to evaluate adult education programs exist. Steele and Brack advocate evaluation by objectives. They describe essential activities, central problems, and future prospects. They carefully explain the process of objective setting, which is basic to the evaluation process (283). Farmer treats broad-aimed adult education programs, describing existing evaluation methods and suggesting improvements (98). Grotelueschen, Gooler, and Knox have issued a practical guide to evaluation in adult basic education, with specific instructions for carrying out evaluation of instruction and programs. The practicality and theoretical soundness of their approach is generalizable to other areas of adult education as well (127).

Summary: Functions, such as administration, counseling and guidance for adults, instructional design, and implementation and evaluation, are at the core of activities which support learning opportunities for adults. The support provided by those performing such functions can be invaluable to adult learners, providers, and the community.

The content, methods, and functions of adult learning opportunities have been considered in this chapter. The literature surveyed helps answer the questions: what do adults study, by what means, and who helps them and how. The next chapter addresses the questions of resources of four kinds: human, financial, physical, and time.

VI. RESOURCES

Questions: What are the characteristics and numbers of personnel involved in adult learning opportunities, as learners or providers? Where do funds come from and where do they go, from the learner and provider perspective? What are the qualitative and quantitative dimensions of physical resources -- where and with what materials does learning take place? What time and how much time is spent in learning activities?

What Are the Characteristics and Numbers of Personnel Involved in Adult Learning Opportunities, as Learners or Providers?

Characteristics and numbers of learners have been dealt with in Chapter I, but it is well to remember that human resources refer to learners as well as providers. Categories of human resources have been set up in various classification schemes, for instance those of UNESCO (292), Knox and Woods (178), the British Ministry of Labour (45), and the International Labour Office (157). An excellent overview article on adult educators was written by Houle for the 1970 AEA Handbook (280). He sets forth the pyramid concept of leadership in adult education. At the base of the pyramid, and covering the largest part of it, are the volunteers who provide a large part of the service to adult learners. In the middle are the part-time workers who also contribute a large part to the work of adult education. At the top of the pyramid, comprising the smallest number of workers, are the full-time, professional adult educators. The pyramid gives a good picture of the large number of volunteers on whose work the leadership

of adult education is based; it suggests that there are decreasing numbers in each category; and it relates key functions to each of the levels.

The need for staff training is emphasized in Diversity by Design (73). Drazek and Walter discovered in their administrative survey that the number and qualifications of staff have gone up during the past decade (91). Coles discusses the role of the university in training adult educators (68). Knowles looks at the question of leaders and teachers within the framework of creating a learning environment that establishes a balance between the values of human growth and satisfaction and operational efficiency. He suggests possible criteria for determining who will be a good trainer or instructor, looks at the volunteer issue, and advocates in-service training programs and other ways of building faculty morale (174).

The theme of increased need for staff training is reiterated throughout the literature on special kinds of learning opportunities for adults. For instance, Brooke (46) in the discussion of teachers for ABE programs stresses both the desirable characteristics of such people and the need for special training in the needs of the clients being served. Dell'Apa describes ideal characteristics of teachers for correctional institutions and suggests training for them (86). Ryan also talks about training for ABE personnel in corrections (274). Lee points out that there is a shortage of teachers in the vocational education field and suggests training programs for such teachers (188). Hankin briefly mentions the training and provision of faculty in the adult education programs at community colleges (132). Long points out that most religious education teachers of adults

are volunteers without training and advocates the use of the Indiana Plan to train a cadre of facilitators for adult learning in churches and synagogues (199).

Competencies needed by continuing educators in nursing, as listed by Cooper in a paper to the National Conference on Continuing Education in Nursing, include: 1) that the teacher be a constant learner, 2) that the teacher have a knowledge of the subject, 3) that the relationship of the teacher and student be uppermost, and 4) that the teacher be creative, flexible, and have respect for others (230). These characteristics can be applied to teachers in any field or discipline. Charters and Hilton's paper on adult educators, their characteristics, competencies, and roles is a very recent assessment of the profession (67). Yarrington stresses staff development for community college faculty, particularly in the area of dealing with new kinds of students: minorities, women, and older persons (339).

Staffing problems are addressed by Heffernan in his work on educational brokering (138), by the Research to Practice Series (270), by Gollattscheck, Harlacher, Roberts, and Wygal (116), and many others. The problems are often specific to the kind of opportunities offered by the agency or institution, but general principles of planning and administration apply across fields and disciplines. Aside from the human resources represented by practitioners of adult education, the human resources of the learner must not be overlooked. Characteristics of learners may include their intellectual and emotional capacities, aspirations, previous

attainments of knowledge and skills, experience, and their relationships and affiliations -- past and current.

Qualitative questions about human resources concern the kinds of personnel involved in adult programs, their characteristics, training, duties, and relationships. Quantitative aspects involve such matters as how many teachers, administrators, paraprofessionals and learners make up a class or school or unit of some kind, what amounts of training or other background experience each has or ought to have, and their ages. Human resources are the most important of the four kinds of resources. The needs of the learners interact with the expertise of the practitioners forming the core of the adult learning experience.

Where Do Funds Come From and Where Do They Go, From the Learner and Provider Perspective?

Material in this category offers difficulty of organization. It is possible to address the problem from the quantitative-qualitative point of view. There are certain kinds of financial resources and certain amounts of them. However, the kinds vary by perspective. Institutional financial sources are not the same as individual ones; in fact, certain items which are expended by the institution or the community are reflected as income to the learner, for instance, student aid or free day care services and vice versa; for instance, tuition and fees. Therefore, although the other resource sections do not use the learner and provider perspectives, this section will be organized about those perspectives.

Learner: The costs of education are not always easy for the learner to bear. Although the NCES surveys revealed that there had been an increase in public funding of adult education between 1969 and 1975, 55% of adults reported paying all their own expenses for learning experiences (311). Part-time students particularly are discriminated against in aid programs. In addition to general student expenses, such students must pay for transporation, meals, child care costs, and must sacrifice income and leisure time. The American Council on Education Committee on the Financing of Higher Education for Adult Students advocates changes in financing patterns for part-time students to eliminate this discrimination (12).

Educational vouchers and entitlement plans are interesting ideas which recur in the literature and address this problem. Pickard and Richards (263) present arguments for a voucher plan for adult education. These plans would give every individual the right to a certain number of units of adult education. As the units were used, the individual's store of credit would be reduced. Diversity by Design mentions vouchers as well as the need for other new financial arrangements (73). Baker and Knerr suggest vouchers, tax credits, and large state appropriations in their state plan for adult education in Massachusetts (26). Illich's alternative, in a deschooled society, would be some kind of entitlement program (97). Kurland has done an exhaustive study of entitlement for lifelong learning (181). Such plans are also mentioned by Wirtz (337).

Provider: Financing adult education from the provider point of view involves a different kind of income and expenses. Knowles' section on

budgeting and financing addresses this matter in great detail. He describes seven general principles: 1) set a realistic financial goal, 2) formulate a detailed plan for producing whatever income is required, 3) prepare a budget, 4) incur expenses only when properly authorized, 5) keep adequate records of all financial transactions, 6) audit accounts annually, and 7) publish a financial report at least annually. These principles would of course keep any individual or business solvent, but are not always adhered to by educational organizations. He also advocates careful policy making concerning financial matters such as deferred payments, single admissions, and guest passes, refunds, transfers, and scholarships (174). Lawrence's article on financing of postsecondary education appears in Lifelong Learners. He believes the difference between private and public tuition ought to be minimized by public policies including: state assistance to private institutions, modification of the Basic Education Opportunity Grant (BEOG) program to remove barriers to students attending private institutions, modification of the Guaranteed Student Loan Program, and continued efforts to effect productivity gains in all institutions so as to keep cost increases down (324). Kidd's key work of 1962 reviewed the literature to that date and considered experience in related fields and other countries (166).

Two specific kinds of providers whose financial resources are discussed in the literature surveyed are health and welfare agencies, and brokering agencies. In the 1970 AEA Handbook, Hoffer discusses financing of health and welfare agencies. He points out that much support comes from public

giving, some from foundations. Some agencies distrust government support because of philosophical reasons and because of fear it may be withdrawn, leaving them to fund projects once they have become part of established programs. For many programs, however, there is no possible source of funds large enough to support them other than government money (280).

The role of foundations in adult education has been significant. Three particular instances are: 1) the Carnegie Foundation, whose library building program formed a cornerstone of independent adult learning in communities throughout the nation and whose 1926 grant funded Thorndike's pioneering study of adult education in the U.S. and Canada, and led to the establishment of the first degree program in adult education at Columbia University in 1932; 2) the Ford Foundation, whose Fund for Adult Education supported numerous projects during the 1950's, emphasizing liberal education for adults; and 3) the Kellogg Foundation, whose residential learning center serves as a model for residential education throughout the world.

Educational brokering agencies have special financial problems, according to Heffernan, Macy, and Vickers. Start-up funding has come from foundations, from state monies, from the Fund for the Improvement of Post-secondary Education (FIPSE), and from university systems. A period of six months to a year is needed for getting programs started. A gradual change has to be made after start-up funds have gotten the agency on its feet. The transition to hard funding, and to an annual financial basis, must be made in light of three types of income: fees from clients,

revenue from contracts with institutions, and annual payments from state and/or local budgets. No agency can make it on fees alone, especially since many agencies attempt to serve those who cannot affort services. Suggestions for raising income are given. Finally, no matter what the source of funds, careful accounting and accountability must be related to the fundamental goals of the agency (138).

What Are the Qualitative and Quantitative Dimensions of Physical Resources -- Where Does Learning Take Place? With What Equipment and Materials?

The matter of physical resources is addressed from several points of view in the literature. The importance of the setting of learning experiences is stressed by many writers. Statistical material concerning where learning takes place has been collected. The absence of space and time as constraints is given attention in works about Space-Free/Time-Free programs (SF/TF).

Some outreach or satellite settings include store-fronts, churches, movie houses, golf clubs, and gas stations, mentioned by Watkins for the classes of a California community college. Facing the need to open the semester without adequate facilities, the college decided to use whatever space was available to them (330). Driessen and Pyfer did an interesting study of the effect of a home setting on an ABE program, particularly the favorable effect on the students (92). Friedman (106) and Weiss (332) describe community education programs which use public school facilities to provide a rounded program of education to all members of a community. Karwin

sets forth the specifications for a learning center where people in urban areas could have access to independent instruction at the postsecondary level. Some of the facilities of such a center would be microfiche readers, video cassette and disc players, computer terminals, and desk-top computers. There would be study carrels, seminar rooms, offices for counselors, tutors and learning facilitators, administrative offices, technical support space, open stack space for learning materials, and storage space for equipment and supplies in addition to lounge space, typing rooms, child care facilities, and parking space. The cost of such a facility is estimated and suggested floor plans are provided (163). Knowles stresses the importance of the setting for a program. To many adults, it is of utmost importance that the place where classes are given not be, look like, or smell like a school. Even the seating arrangement is extremely important. There should be nothing to give undue importance to the teacher or facilitator: he/she should be at the same level as the students physically. Some complaints of adult educators surveyed in 1958 were: inflexible and insufficient equipment, poor lighting, poor parking space, unattractive decor, inadequate ventilation, poor acoustics, interference from outside noises, poor library facilities, and inadequate storage facilities were all mentioned. In addition, office space is important, especially since this is often the first contact the student has with the program (174). A preference for the home as the focus of learning was revealed in the work of Tough (288) and Broschart (47). Recent developments in adult learning involve the concept of space-free/time-free programs -- those which allow the student to progress at his/her own pace and wherever existing resources are to be found. Many such programs are

described in the Proceedings of the National Conferences on Open Learning and Nontraditional Study (231).

Simply addressing the question of physical settings, however, fails to look at the larger, sociological and psychological environment of any learning experience. Further study of these less-tangible aspects is needed. Although the question of resources of a bibliographical nature is addressed in Chapter I, it is mentioned here again. Library materials, of a print and non-print nature, are of great importance to the learner and the educator/facilitator. Textbooks, journals, and documents keep learners and providers au courant with the developments in the subject matter of their courses and in the field of adult learning.

What Time and How Much Time Is Spent in Learning Activities?

Time is perhaps the most precious and valuable resource available. Tough has found that it is quite normal for people to spend 700 hours a year in deliberate learning activities and that 2000 hours is not an uncommon figure (288). Coolican supports these figures in her summary of self-directed learning studies (79). Venables studied men in England, who were part of a day-release program of education paid for by their employers. A small number of the large survey group actually completed a professional degree, but at great cost in time, loss of leisure and of family companionship. These men then wanted their own children to have a more traditional education. She relates this kind of cost in time to other kinds of cost ratios for traditional education (321). Hipple's

volume on the future of education includes an essay by Allen which observes the way we treat time in relation to learning. Traditionally, we have tended to break learning experiences into units of hours per day and years per lifetime and expect people to take in a prescribed amount of information in a certain amount of time. Then by saying how many hours of instruction a person has received, we are supposed to be able to assess what he/she knows (146). Warren also deals with the time dimension as he describes the history of assigning credit to higher education experiences, beginning with the year as the time unit, which was subdivided variously as semesters and later quarters became fashionable (327).

It is not only the amount of time that is important as an educational resource, but what part of the week, season of the year, and time of day. For working men and women, weekend education and vacation schools are taking on increased importance (82). Scheduling for adult learners is not an easy task. Older adults, particularly, present problems to the scheduler (140).

Time may be translated into credentials in one way or another. A rather recent method for making this translation is the Continuing Education Unit (CEU). By definition, the CEU represents ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction (75). Glancy describes and explains the concept and its history. Although it leaves unsolved problems about level and quality of program and assessment of students, it does provide a way to keep a record of

the individual's learning experiences and a way for institutions to keep statistics (113). Bramblett describes the experience of the Southern Association of Colleges and Schools in accepting CEU as a device for estimating needs for resources (43). Hadsell and Ervin describe the experience of West Virginia University in applying the Mark IV System to the keeping of CEU records, resulting in up-to-date and on-demand reports regarding all aspects of continuing education (129). Kaplan and Veri point out three areas where criticism of the CEU may be forthcoming: 1) confusion for the sponsor in regard to whether the CEU should be granted for certain kinds of activities; 2) relationship to academic credit; and 3) quality control (162). Grogan defends the CEU despite its shortcomings, pointing out that prior to its inception, extension teaching was considered useless and much continuing education went unrecognized. He acknowledges that decisions about the value of any CEU must be made in the context of the student, the situation, and the knowledge content of the instruction (230).

Summary

Four kinds of resources involved in learning opportunities for adults -- human, financial, physical, and time -- have been identified from the literature. Despite trends toward space-free/time-free education, these remain important ways of describing adult learning opportunities. The three preceding chapters, on Objectives and Outcomes; Content, Methods, and Functions; and Resources, are intended to be seen as highly interrelated with each other and with Learners and Providers. Providers and

Learners are brought together, through Content, Methods, and Functions (where their contact occurs) by means of Resources, in order to translate Objectives into Outcomes. All this occurs in some Community, which will be examined next.

VII. COMMUNITY

Community is a term with many connotations for adult learning opportunities, but there is not a large amount of literature tying together these two subjects. One of the most commonly-understood meanings is that of community service, that is, the public service of institutions such as universities and colleges to their communities. Champagne summarizes statewide plans for higher continuing education as a public service aspect of higher educational institutions as part of his work for the Texas State Plan (59). Whipple reviewed the literature of community service and continuing education in 1970, stressing the substance, audience and method; he also discussed the role of higher education in community service and continuing education, and Title I of the Higher Education Act as a system for community service and continuing education (335). Nickens developed a taxonomy for classifying the objectives of community college service programs. This work grew out of a workshop for community service and research personnel in Florida, which recommended that colleges recognize community service as a delivery system for reaching a segment of the community that may not be reached with traditional means (237).

Another meaning of the term community has to do with urban and rural areas. For instance, the survey of Iowa educational opportunities, The Third Century, compared urban and rural communities and found that adult learning opportunities were not as available to rural citizens as to those in urban and suburban areas (251).

Biddle and Biddle address the question of community development. They have produced a book giving the social science background of this work (33) and a practical training guide for community development workers (34). Educational aspects of community development are treated.

Still another conception of community has to do with community education. A most comprehensive study on this subject is by Seay (275). He points out that historically the community schools movement began as part of local education agencies, but that a broadened concept of community education now causes confusion in the terminology. The definition he gives for community education is "the process that achieves a balance and a use of all institutional forces in the education of all the people of a community." Hiemstra's readable little book, The Education Community, is an excellent source of information on the history and philosophy of community education (143). Materials from the Eastern Michigan University Center for Community Education specifically define community education as including: greater use of educational facilities, increased educational offerings for school-age youngsters, educational programs for all members of a community, more effective use of social and government agencies, and citizen involvement in community development and problem solving (94).

A broader definition brings "community education" close to the scope of lifelong education, with the community having a responsibility for the education of all its citizens. More specifically, community education may mean the use of community facilities of all kinds for programs of interest to children and adults. Freedman (106) and Weiss (332) use the

term in this sense. Freedman describes a program of community schools in Miami, Florida, where a broad range of content is offered to children and adults in a public school facility. Weiss advocates coordination and cooperation between the community schools and community colleges to improve service to local citizens, increase enrollment in the community colleges, and increase community school participation in a community education program.

The study of community problems is another aspect of adult learning and community education. Knox and Woods refer to this in their data element dictionary. They discuss community as a subcategory in their outcomes section, pointing out that a possible goal of learners and providers is to work with community organizations to improve the community (178). Similar to this meaning, but somewhat more sophisticated, is the idea of citizen involvement in the solution of community problems through educational, recreational, social, cultural, and civic programs (71). Knowles gives the best description of such usage in his section on community development as a format for learning. (Knowles uses format to mean something very similar to our method.) This format serves as a means for helping a community and also as a way of getting a community to know how better to solve its problems. In such a format, the professional adult educator serves as a consultant and resource person to citizen groups. It is in this direction that Knowles believes adult education is moving, and he gives several examples of existing programs, such as the Flint Michigan Public School Program and the Chicago Central YMCA Community College Continuing Education Program (174).

Perhaps the broadest definition comes from Gould, who envisioned a communiversity or federation of all the educational and cultural forces of a community to serve all age levels. Houle suggests that the public library might become part of such a complex network of institutions in the future (151). The only drawback of such a comprehensive system is that it could be so all-encompassing that it might be threatening to existing agencies in the community. Greiner deals with this problem, emphasizing that the community education concept will only survive and prosper when such jurisdictional disputes disappear in a truly coordinated approach (125). An impressive plan for such cooperative action is presented in the report of the Washington State Advisory Council on Community College Planning. The council had as its objective to promote cooperation and dialogue among community educators in community colleges and their counterparts in the school districts, community parks and recreation departments, YMCA's, YWCA's, public and private four-year institutions, vocational-technical institutes, and all other sponsors of community education. The study was not designed to develop a community education hierarchy, but instead to form a basis for cooperative action. The report suggests division of responsibility among the various units and specific steps to coordinate programs (328).

Two kinds of community that will be referred to in this chapter are geographic-based and interest-based communities. Lenning, Lee, Micek, and Service intend geographic-based communities as large groups defined on the basis of functional territorial boundaries, such as local communities (cities, counties, metropolitan areas), state, region, nation,

and international community. Interest-based communities refers to large groups that are identified as entities working toward a well-defined interest or mission, such as private enterprise, associations, and government agencies (192). An interesting typology of community-organizational relationships comes from Bill Day at the University of British Columbia. He identifies different levels of geographic community with different levels of the educational system: the community school at the neighborhood level; the adult evening school at the high school district level; and the community college at the regional community level. This might be carried still further with the addition of the university at the state level (the boundaries of the campus are the boundaries of the state - the Wisconsin Plan).

Community can be seen to have several important meanings in connection with learning opportunities for adults. Communities large and small, based on geographic or interest elements, are the moving force behind much of their members' learning. They offer outlets for community service for providers and individual learners; are the center for community education, wherein all institutional forces of a community come together for educating all its people; and form the content and method of programs aimed at solution of the community's problems.

The Community Perspective

The idea of considering learning opportunities for adults from a community perspective, in addition to a learner and a provider perspective, developed rather late in the literature review. Evidence that a community perspective

exists emerged from the readings and was supported by the argument that a framework for examination of adult learning ought to foster multiple perspectives. How, then, might a community consider the various categories by which adult learning opportunities are described in this document and in the forthcoming Handbook?

Adult Learners: These are the citizens of the geographic community; they comprise its voters, its school-age children, its workers, its merchants, and its constituents. In an interest-based community, learners are the members of the community: the parishioners of a church, the workers at a place of business. The community of either kind bears a responsibility to all potential learners within it.

Providers: In some instances, provider may be synonymous with community. This is certainly the goal of community education. Even in the narrower definitions of adult education and learning, interest-based communities are very likely to be providers, for example, a university is an interest-based community. In most cases, however, the provider is part of a larger, geographical community -- the university is located in some geographical community. In these cases, the community has a relationship to the provider. It may regulate certain activities of the provider or grant it special privileges. It may be proud of the existence of that provider as a sponsor of educational opportunities for its citizens, advertising its presence in promotional materials put out by its Chamber of Commerce, for instance.

Objectives and Outcomes: The community might have as its broad educational objective the creation of a better community. Facing certain problems, the community might approach the providers of adult learning opportunities with the objective of getting help in solving the problems. As an outcome, the community may benefit directly from research performed as a result of their request. Another outcome of adult learning may be the provision of better-trained workers for the community and better-informed citizens. The community may also benefit from social and cultural programs offered by providers, in that such programs would otherwise not be available to its citizens.

Content, Methods, and Functions: The community may look favorably or unfavorably on the curriculum content of a provider, and may try to exert some influence. The same is true of the provider's methods and functions. In the matter of functions, there will often be overlap with the other services of the community, such as is mentioned in Gollattscheck, Harlacher, Roberts, and Wygal (116) or in the monographs of the Research to Practice Series (270). Here, the provider will work together with the agencies of the community to see that the learner-citizen gets the help needed educationally, socially, and medically.

Resources: The sharing of all kinds of resources is a possibility in the relation between community and provider. The use of facilities of the provider by the community is common, as for example when the largest auditorium in a community happens to be part of the physical plant of a public

school, college, or university. Also, the human resources of providers may be very helpful in serving as consultants or advisors to the community on technical or other matters.

Summary

Thus, communities have a stake in the learning opportunities they offer their members for various reasons: such opportunities are likely to result in more desirable member/citizens, are likely to create a climate considered desirable by potential member/citizens, and are likely to contribute to the solution of the community's problems. Likewise, member/citizens are likely to be more loyal and valuable to their communities as a result of and as a motive for their learning experiences. Being able to take a community perspective means being able to go beyond thinking of a single individual. A group of individuals may have the characteristics of those individuals, but its synergy is far more powerful than the collection of the energies of all the individuals. A community has power no individual in it can have. The member who supports the community works for him/herself and each other member of the community in doing so. That support may take many forms, one of which is engaging in learning experiences that enrich the community in any way -- culturally, socially, economically, or politically. These riches in turn become available to all other members of the community as individuals and as a collectivity.

VIII. CONCLUSION

In addressing the communication problem concerning learning opportunities for adults, the literature review began with a set of categorical descriptors of adult and continuing education. Growing over time, it became broader in scope, including all learning opportunities for adults. It took the stance that the perspective of the provider, from which the scene had been viewed for a long time, was too limited -- multiple perspectives were possible and necessary. The first perspective to be added was that of the learner -- the learner being at the heart of the learning opportunity, not an object of educational activities provided to him/her. A second additional perspective, that of the community (geographic- or interest-based), has also been added. The possibility of many other perspectives has been suggested.

The categorical descriptors -- adult learners; providers; objectives; outcomes; content; methods; functions; and resources -- served well in developing a framework for thinking and talking about all aspects of learning opportunities for adults. The literature has helped to further develop the framework, enriching the picture of adult learning. In turn, the descriptors, as refined, have served to classify the literature and thereby assure that the literature on learning opportunities for adults can be described using these descriptors and this frame of reference.

A final test of the framework and the categorical descriptors is to take an important issue of concern to the subject and see how it responds to analysis

using the framework and descriptors. References to possible future developments are frequently used to summarize works such as this one. Taking the future of adult learning opportunities as a key issue, can a synthesis be made which shows the usefulness of this approach?

Learning opportunities will be different in the future because the elements noted here will be different. Learners will be more able to obtain help with learning projects (288). Every citizen will have the right to learn the basic skills needed for competence (322). The changing nature of the population will affect the kinds of courses offered, with more emphasis on career education and on a flexible life style. More space-free/time-free experiences and more intergenerational contacts will occur (146). At its 1976 Wingspread Conference, the Coalition of Adult Education Organizations updated its recommendations from the 1969 Galaxy Conference. It included four "Imperatives related to the learning needs of adults:

1. provide all adults with opportunities to learn, change, and grow throughout life,
2. provide special access to persons of low income, job status and previous education,
3. provide continuing education for adults in public and civic affairs,
4. provide opportunities to link work and education." (236)

Findings of a project on the future of adult education and learning opportunities at Syracuse Research Corporation emerged from a series of "futures-invention seminars" held throughout the country. The seminars involved more

than 400 persons and resulted in over 160 scenarios for possible alternative futures and the necessary steps to reaching those futures (341). One such seminar, held in Colorado in 1975, resulted in a report by Gordon Van de Water (320). The involvement of citizens in inventing the future of adult education was an exciting project. Not only did these workshop participants, like their counterparts in seminars all over the country, imagine together about possible futures, they realized the importance of taking action in the present to implement attainment of their future goals.

Providers of the future will also be different. There will be more emphasis on those outside the core of educational institutions (225). Private enterprise will increasingly become involved, such as companies specifically formed to provide TV instruction (e.g., Community Medical Cablecasting, a company which offers medical continuing education). More regular broadcast stations will carry educational programs and the new cable industry will also become involved in educational programming (4). Changes must be made in the adult education system in order to meet the needs of the future. Knight advocates changes in postsecondary educational institutions so that they may respond to what she calls the "natural evolution" of our society toward lifelong learning (172). Toffler asserts that today's schools are too past- and present-bound and that a change must be made to a future-orientation if education is to remain relevant to society (287). More new, non-campus type institutions will emerge, with an increased role for the community colleges. There will be a gradual transformation into a highly complex, variegated structure of multiple learning opportunities and

environments, gradually extending over the lifespan, with a slow concomitant reduction in the intensity and duration of schooling for youth (294). The CAEO imperatives include several relating to providers: they must take into account time and space restrictions of adult life and expand services (236).

Objectives of learning will change over time. Learners will seek experiences to enrich their increased leisure time and to enable them to make the kinds of career changes made necessary by technological developments. Freed from the myth that education is only for the young, they will increasingly seek out opportunities to learn.

Content of learning activities will include all the skills needed for personal, economic, and social/political competence (322). Toffler points out the need for a change in content, with a greater emphasis on a future orientation (287).

Methods are seen as undergoing great change. The technological advances of the past 25 years will result in increasing use of multimedia methods. McLuhan pioneered an interest in electronic media (212). Adler and Baer suggest that television will play a more important role: existing institutions will increasingly use it, and new institutions, unfettered by traditions, will turn to it even more (4). Niemi points out the importance of educational technology in a future where education is not seen as having a terminal point, but is continuing throughout life. He means not only

equipment, but a systematic way of designing, applying, and evaluating the total process of teaching and learning (242). Toffler urges changes in methodology, including examination of values toward the past and future; toward education and work (287). There will be more computer applications and satellite television, according to the Bureau of Adult, Vocational, and Technical Education (294).

Functions will also be affected by the technology and by the changing needs of learners. New ways of designing, implementing, and evaluating teaching and learning will be developed (242). New leadership will be needed, because minor adjustments in the system will not be sufficient (322). There will be more external degree programs and innovative ways of gaining credit for experience (294). Increased cooperation among organizations serving adult learners will take place, according to the CAEO. There will be an expansion of information, referral, and counseling services, an increase in public and private funding, and better coordination among government agencies and professional organizations (236).

Resources will be increased and better used. Changes in the space/time configuration of education will be made (294). There will be better utilization and coordination of existing resources; a broadened scope of research and development will yield greater information; and more people will be involved in the activities of providing learning opportunities for adults (236).

Outcomes will therefore change as a result of all these other changes. One result will be a society where learning takes place at every age and where it is of value for itself, rather than only for the credentials resulting from successful contact with the formal learning sector.

These changes will be both the result and cause of a new philosophy of adult learning, expressed by many writers. Often referred to as lifelong learning, it is, for Niemi, the umbrella which covers the multiplicity of adult learning activities in the future (242). Knight believes that the "idea of lifelong education will become increasingly accepted as it is recognized that continuing their education enables people to respond more effectively to the challenges and demands of a changing society." (171:27) Toffler asserts that changes in the system of values, particularly attitudes toward education and work, must change at the philosophical level (287). Tough predicts that people will increasingly regard their self-directed learning projects as normal and significant as they change their philosophy of learning (288). The CAEO imperatives include encouraging new perspectives and attitudes toward adult learners and broadening public awareness of adult learning opportunities and resources (236). Ziegler concludes that public policy should facilitate the maintenance and extension of open-ended, highly diversified, participant-directed adult learning activities in a society which is sufficiently open, participatory and pluralistic to enable a robust, non-centralized, highly diversified system of adult learning to flourish (340). An excellent summary of this viewpoint comes from Financing Lifelong Education:

> "In the kind of world adults will be living (in) from now on, no one can ever consider his learning needs fully satisfied. To live well -- even to live at all -- will, in the future, require that all of us have access to learning opportunities that will help us cope with a rapidly changing world." (182:4)

The interrelations among the categorical descriptors are obvious in this section. Each has an effect on the others, and therefore on the philosophy at the base of the view of the future. Whenever the categorical descriptors are used to examine an issue, this kind of tight picture ought to emerge. It is a picture which has several elements, but which must be seen as a synthesis of those elements to be appreciated.

The categorical descriptors have therefore been shown to be effective in:

1. describing the literature of adult learning opportunities,
2. presenting several perspectives on that field, and
3. developing a synthesis of one important issue.

In addition, the practitioners with whom the descriptors and the framework have been discussed have been supportive of this approach. This leads to the hope that this perspective can be shared widely. It is also hoped that the literature review document represents a synthesis of some important elements of adult learning and will serve well that interest-based community of people who are concerned about learning opportunities for adults.

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LEARNING OPPORTUNITIES FOR ADULTS: A LITERATURE REVIEW

JoAn Segal

October 1977

v. 2

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   Presents the findings of a study of higher education for older Americans. Points out the increase in number of aged people, their needs, especially for education. Describes characteristics of programs for them. Two basic approaches are: reduced tuition and special courses. Areas with large concentrations of retirees are more likely to have special programs. Popular content areas and methods include: pre-retirement programs, educational vacations on college campuses, field trips, mass media programs, new careers programs, and recreational and educational assistance. Guidelines given for developing new programs; considerations are: identification of the market, choice of appropriate content, accessibility, scheduling of activities at appropriate times for convenience of older persons, supplementary services, careful attention to method, and financing. Benefits of such programs accrue to: 1. individuals, in better adjustment, sense of fulfillment, identity; 2. institution: public service function, increased enrollment, strengthened image; 3. community: cut in welfare services, a strong, informed elder citizenry, realization of resource potential of the aged. Bibliography.

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   The author would substitute, for present day career development programs, an educational program that would have in mind one objective: that of broadening the background and understanding of the individual, teaching him to analyze, synthesize, and draw conclusions and apply these abilities on the job. It would not be specifically geared to any job in an organization. It would run as an in-house program or it could be taught outside. It would be strictly voluntary. Included in the evaluation would be the individual's tolerance for ambiguity, his flexibility and ability to operate under conditions of risk and uncertainty. There would be no question of whether courses had been taken - the measure would be performance.

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   Advocates a Life Skills approach to adult basic education. Existing approach combines counseling methods and materials-assisted group discussion; doesn't go beyond book learning to focus on new behaviors to be learned. Life Skills Education is both a program area and a method for teaching and learning. Involves pre-vocational training and motiva-

tional and social problems of daily life. Innovative methods include Problem-Centered Structured Inquiry model: syllabus derived from inputs that come from the members of the target population; clustered into a number of manageable categories; units and lessons are identified and the design and development process begins. Sequence of learning experiences follows: provocative classroom encounter with a problem; evocation phase: help student become aware of state of own knowledge; objective inquiry phase: finding information; application phase. Training of Life Skills educators is described. Method is similar to that used by Freire; is in use at Teacher's College, Columbia University.

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responsibility for one's own learning experiences. Excellent application of theoretical works on adult learning to a practical situation: religious education.

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This is a version of the Indiana Plan without the religious content, emphasizing the group method for learning. A how-to book, can be used to design any kind of learning activity involving groups of adults. Participants are encouraged to be open with one another, get to know each other and accept each other as persons in order to be better able to discuss topics they jointly choose in an atmosphere of free, voluntary expression. Basic knowledge of group process underlies work. Details given on how to run a training session, what is the trainer role, how to deal with problems. Program develops a favorable climate for learning by coming to understand one's relationship and responsibility to other persons in the learning process.

32. Bergevin, Paul; Morris, Dwight; and Smith, Robert M. Adult Education Procedures -- A Handbook of Tested Patterns for Effective Participation. New York: The Seabury Press, 1966.
A handbook for people who select and use procedures for adult education. Based on philosophy that learning activities ought to actively involve the learner, stimulate the learner to seek more knowledge, and achieve the specific goals for which they are designed. Provides procedure for planning activities, effective techniques for arranging relationships among adults in learning situations, subtechniques for supplementing a technique to meet the requirements of a specific learning situation, resources to aid learning. Steps in planning outlined, factors listed which must be considered in selecting procedures. 14 techniques explained, potential uses given, personnel described, advantages and disadvantages, physical set-up given. These are: colloquy, committee, demonstration, field trip, forum, group discussion, interview, panel, quiet meeting, role-playing, seminar, speech, symposium. Six subtechniques are also described: audience reaction team, buzz session; idea inventory; listening and observing groups; question period; and screening panel. Information will help planning process and therefore improve programs.

33. Biddle, William W., and Biddle, Loureide J. The Community Development Process. New York: Holt, Rinehart and Winston, 1965.
Gives social science background for work in community development. Discusses process of encouraging people to become active in their communities to improve their own lives and that of the community; design of research in community development, feedback from research into practice. Includes listing of university-sponsored community development programs. Exhaustive annotated bibliography.

34. Biddle, William W., and Biddle, Loureide J. Encouraging Community Development. New York: Holt, Rinehart and Winston, 1968.
A training guide for community development workers, at the nonprofessional or preprofessional level. Deals with local level workers and gives helpful information at the practical level for helping people improve themselves and their communities.

35. Bloom, Benjamin Samuel. Taxonomy of Educational Objectives. New York: David McKay, 1956-64.
Two-volume work on educational objectives. Divides the realm of learning into three domains: cognitive, affective, and psychomotor. Cognitive involves knowledge; is the one most addressed in traditional learning and educational programs. Affective involves feelings, is usually not attended to. Psychomotor involves skills of all kinds. Classic work in this field.

36. Boshier, Roger. "Motivational Orientations of Adult Education Participants: a Factor Analytic Exploration of Houle's Typology." Adult Education 21, 2 (1971): 3-26.
Used a factor analysis technique to group together adult motivations for participation in education.

37. Boshier, Roger. "Motivational Orientations Revisited: Life-Space Motives and the Education Participation Scale." Adult Education 27 (February 1977): 89-115.
Discusses 5 underlying motives for participation in adult education: escape/stimulation; professional advancement; social welfare; external expectations; and cognitive interest. Differentiates between Maslow's life-chance motivation (need to acquire utilitarian knowledge, attitudes and skills) and life-space motivation (need for expression/self-actualization). Sees need to expand Houle's three-factor typology in light of findings.

38. Boulmetis, John. "Cognitive Evaluation in ABE." Adult Leadership 22, 3 (September 1973): 108-109.
ABE is a relative newcomer to formal schooling. Evaluation efforts should be on achievement, rather than self-esteem. Most evaluation has been on program operation. Criterion-referenced measures used here. ETS-developed instruments designed to test reading ability in a real situation, e.g., reading food labels, newspapers, signs. Instrument to test ability to relate learning to a real situation. Author believes instruments will change the direction of development and evaluation in ABE.

39. Bower, Cathleen P., Renkiewicz, Nancy. "A Handbook for Using Student Outcomes Questionnaires Field Review Edition." Boulder: National Center for Higher Education Management Systems (NCHEMS), February 1977.

Provides postsecondary educational researchers, planners, and administrators with specific procedures and materials for conducting student outcomes studies. Educational outcome is defined as anything that happens to or affects a student during or after enrollment in an educational program. Document contains information on doing a survey of outcomes: what information to collect, how to collect it. Purpose of survey: help students choose a program, identify student trends, compare information among similar institutions, provide information suggesting need for change, or record student attitudes to institution. Survey material to be collected at 5 points in the student flow: entrance, in-progress, graduation, non-graduate leavers, and alumni. Details of analyzing data included. Decisions based on the reports ought to be used. Surveys of outcomes can be useful and can help in providing information needed by institutions.

40. Bowers, John, and la S. Fisher, E. A. "The Search for a Terminology of Adult Education and for Better Statistics: Exploration in a Semantic Jungle." Convergence 4, 4 (1972): 44-49.

Describes the ISCED, the International Standard Classification of Education. Of special interest to adult educators because for the first time statistics about the wide range of programs of organized education and training provided outside the regular school and university system are included in this classification. Definitions summarized: a good glossary. Advocates that adult educators use the ISCED to study and adapt it to their needs; and to improve the collection and presentation of adult education statistics.

41. Boyer, Calvin J. The Doctoral Dissertation as an Information Source. Metuchen, NJ: Scarecrow Press, 1973.

Discusses the doctoral dissertation: its scholarly history and its basis in the belief that, to be accepted into the community of scholars, one must produce an acceptable work, and that publication and dissemination is an intrinsic part of that work. However, dissertations are not widely used as primary sources of information. Study examined ways in which dissertation information was disseminated.

42. Bradwin, Edmund W. The Bunkhouse Man. New York: Columbia University Press, 1928; Reprint Ed., Toronto: University of Toronto, 1972.

Author was a teacher of the Frontier College as it took shape. Purpose was to bring opportunities of education in a practical way to the man at his work. During the day, the instructor was engaged in manual labour, as lumberjack, miner, etc. Evenings, he conducted classes or was occupied as a leader among the men of his work group. Became a pivot of healthy opinion through close association in the daily tasks of the men. Supervisor later, Bradwin had to keep up a knowledge of work in camps and undertake it as required.
Masters thesis on conditions grew into this book.

43. Bramblett, Larry R., and Buchanan, W. Wray. "The Continuing Education Unit: A Possibility for Allocating Public Service Funds." Adult Leadership 21, 6 (December 1972): 185-186, 195.

Describes the acceptance of the continuing education unit by the Southern Association of Colleges and Schools as a measure of 'special' activities. Gives a way to recognize and report noncredit learning activities of institutions. Also allows institutions to make more realistic assessments of their needs and offerings through extension and similar programs, for instance to estimate number of faculty needed. Can be used as a financial output measure for budgeting also. CEU may provide a solution to public service funding problems by giving a standard measure of extension activities.

44. Brennan, John S., and Timiraos, Carmen R. Colorado Adult Needs Assessment Project. Denver: Colorado Dept. of Education, 1975. (ED 120 243 & 244)

Extensive survey of Colorado population, with detailed tables analyzing attitudes and participation. Major areas surveyed: self-confidence; educational programs; times and length of program; expectations; barriers; costs; facilities; transportation; child care; information availability; employment. Less than half the population participated in adult education; prioritization of types of adult education needed is proposed. Good example of a detailed survey of a geographical community.

45. British Ministry of Labour, London. Classification of Training Information. London: British Ministry of Labour, 1967.

Provides a logical and chronological analysis of the field of industrial training. Schedules 0 - 3: general, represent the social context in which the training function is carried out. Schedules 4 - 8 cover the training specialist and his task; schedule 9 provides for the determination of the effectiveness of policy. Because existing classifications - universal decimal classification, standard industrial classification and international standard classification of occupations - provide convenient divisions of certain highly detailed subject areas, the system provides links with these other classifications. (Abridged ERIC summary)

46. Brooke, W. Michael, ed. Adult Basic Education: A Resource Book of Readings. Toronto: New Press, 1972.

A book of readings in the field of adult basic education, designed to help the professional development of those engaged in ABE by presenting materials on various aspects of the field. Canadian emphasis, but universal value. Historical perspective given, going back to Greek days; special Canadian articles give background there. Poverty examined as a symptom of social disorder; education to increase control over life and environment.

3 R's: relevance, relatedness, and responsibility. Research and development in the field studies; needs are for: better dissemination of findings, more sophisticated methods, re-ordering of priorities, measurement of impact on self-concept, attitudes, motivation; environmental education; and bridging the gap between research and practice. The Bank of Montreal Youth Project described: a literacy and career-ladder project for "subliterate" Canadians. Skills and attitudes needed by the ABE teacher outlined; attitudes of import: enthusiasm for subject, capacity to be challenged by work with ABE students and readiness to experiment and innovate; belief students can learn; empathy. Rewards of ABE teaching great when students succeed. ABE methods outlined: independence, opportunity to use judgment; opportunity to control speed; nature of feedback; amount of individual attention and assistance; freedom from classroom rigorous scheduling. Specific methods discussed, especially in arithmetic. Study of adult learner interesting: learning in the natural societal setting may influence formal classroom learning. Principles of learning, retention, explained. Characteristics of ABE student given. Teacher must convince learner he can learn. Instructional materials described, including making one's own. Elements of teaching adults to read described. Testing problems noted. Traditional programs have failed with disadvantaged; they should be helped to act in their own interests to secure opportunities. Implications of demographic factors on ABE great: population explosion; need to provide family planning information. Instructional materials; are needed for adult learners; teacher training: needed to prepare teacher for work with adult learners. Question of who should administer programs is raised. Stabilization and increase in funding needed.
Articulation with adult secondary education: must be extended.
Role of professional associations: right of teachers safeguarded.

47. Broschart, James R. A Synthesis of Selected Manuscripts about the Education of Adults in the United States. (Prepared for The Bureau of Occupational & Adult Education, the United States Office of Education.) Washington, DC: 1976.

Synthesis and summary of several specially-prepared manuscripts. Author gives overview of adult education in the U.S. Noting that the lack of standard terminology is a handicap, author discusses some public policy issues surrounding the concept of lifelong learning, such as increased need for credentials, accessibility, finance, quality control and the needs of minorities and the disadvantaged. The adult learner is the basis for the next section of the work, which discusses andragogy, learning, adult learners and adult education, differentiating between learning and education and stressing the large amount of self-initiated learning that takes place. Life stages are nicely summarized here, and the need for evaluation is discussed. A chapter on the learning context discusses barriers, demographic aspects of

the population and non-traditional forms of learning activities. Broschart uses lifelong learning as a conceptual frame which binds education and life together. He believes that the intrinsic disorganization of the adult education field has kept it quite free of institutionalization and advocates maintaining that posture.

48. Brown, Robert D.; Brown, Laurence A.; and Danielson, J.E. "Instructional Treatments, Presenter Types, and Learner Characteristics as Significant Variants in Instructional Television for Adults." Journal of Educational Psychology 67, 3 (1975): 391-404.

Research was designed to test several hypotheses about differences in learner achievement and attitude, such as, that more learning results when the learner has to do a task; that response to an acted-out vignette is better than to a narrated vignette; that explicit structure results in better learning than implicit organization and that characteristics of the instructor affect attitudes but not achievement. The conclusions reached were that programs need to be paced appropriately, selection of talented presenters is important; care should be taken not to distract the learner with sophisticated techniques of production.

49. Brunner, Edmund de S.,et al. An Overview of Adult Education Research. Chicago: Adult Education Association of the USA, 1959.

Synthesizes and reviews research in adult education in the U.S. to 1958. Does not deal with research in vocational education or with purely descriptive studies; includes studies which draw generalizations based on "acceptable" research methodologies. Includes chapters on adult learning; motivation; attitudes; adult interests; participation in adult education; organization and administration of adult education; programs and program planning; methods and techniques; use of discussion; leaders and leadership; group research; the community; and evaluation research. Concludes that there has been more attention to adult learning than other areas of research, that handicaps to research in adult education exist, such as: large enrollments, diversity of sponsoring agencies; a split between practical-minded practitioners and academic-minded professors; and lack of research funds.
Also concludes that there is a proliferation of descriptive studies, and not enough good research design. Suggests areas for future research.

50. Canada. Statistics Canada. Proposals for the Statistical Program in the Field of Continuing Education. Ottawa: Statistics Canada, 1974.

Identifies some strategies for providing comprehensive, meaningful and up-to-date information about continuing education in Canada. Includes enrollment and program statistics only; excludes finance, facilities, and staff statistics. Summarizes the history of data collection in adult education in Canada, including problems of definitions. Advocates delineating information

needs before setting up record-keeping system. Suggests a national information system for continuing education enrollments and programs in Canada. Outlines steps to developing information system, including getting input from practitioners. The proposed survey would be in two parts: annual survey of sponsors to obtain an accounting of enrollments and programs; and biennial sample survey of the Canadian population to determine individual participation and factors influencing participation.

51. Canadian Open Adult Learning Systems. Prince Albert, Sask.: Training Research and Development Station, 1974. (ED 090 973)

Suggests the possibility of an open schooling arrangement for BTSD (Basic Training for Skill Development - Canadian term for ABE). Key to the system would be the learning centre. Other components would be mass media, tutors, computer assisted evaluation. Document contains articles by D. Stuart Conger, Robert A. Carlson (on the affective aspects of learning by mass media), Niemi and Anderson on ETV for basic education (lists, tabulates, and describes 30 such and discusses identification of needs, potential for help and harm of ETV, need for multi-media systems for GED and career ed. programs, and dearth of adequate evaluation instruments: 50-item bibliography), a survey of open learning systems internationally is included, and Niemi has an article on ETV in Canada, describing three directions in program development.

52. Carlson, Charles R. "Serving the Needs of Retired Persons." Community & Junior College Journal 43, 6 (March 1973): 22-23.

Describes the role of colleges in the education of the aged and the educational needs and desires of retired persons. Over 2,000 retired persons were interviewed in this survey; conclusions were that increase in concern for older people coexists with neglect of them as a potential resource. Most people over 65 are busy, relatively happy and in good health. Their abilities have declined in speed, manual dexterity, and visual acuity, but not in general information, verbal reasoning, vocabulary, and judgment. Remaining active is considered the key to preventing mental deterioration. Many courses now offered: pre-retirement education, finances and income tax, health. Survey recommends better understanding of the aged, more cooperation with other agencies and groups to serve the aged, increased participation of the aged in preparation of courses, and the use of the aged as a resource for all kinds of courses.

53. Carlson, Kenneth D. "Labor Education in America." Review of Educational Research 41, 2 (April 1971): 115-130.

Reviews the literature of labor education, 1948-1970. Suggests that labor unions, like business, are a part of capitalist society and have similar goals: leadership training, developing loyalty to the union. Some weaknesses noted are

the lack of instructional materials and poor evaluation. Union programs are designed to create cohesiveness: recreational activities, consumer education programs, newsletters. Unions wish to initiate and control labor education programs; financial decisions often decide control problems: if funding comes from the national union, it is the national union that has control over the program. Important public relations aspect of labor education for union and non-union members. Apprenticeship training and skill upgrading programs are carried on in addition to labor education programs of a general and/or political nature.

54. Carlson, Robert A. The Quest for Conformity: Americanization Through Education. New York: Wiley, 1975.

Americanization education is defined as a method for bringing individuals into conformity with society, based on the assumption that a homogeneous society was necessary. History of this trend traced from 17th Century New England through the education of Southern and Eastern European immigrants, which held out the promise of entry into the middle class, in return for renunciation of cultural and religious heritage. Americanizers, in trying to make the population homogeneous, bred hostility toward nonconformity. In rejecting the values others brought to the American culture, Americanizers failed to accept nonconforming groups as equals; non-Caucasians suffered most. Examines attempts throughout history to educate Americans for homogeneity, especially 1900-1925. Even in the 20th Century, Americans have a missionary attitude about their political attitudes. Americanization education, author believes, is intellectually inconsistent with the ideal of a free society and unnecessary for national unity.

55. Carnegie Commission on Higher Education. Reports. New York: McGraw-Hill, 1968-1977.

This series of reports describes and comments on the history and condition of higher education. In over 100 reports, the Commission recommended and suggested changes in the structure of higher education, its quality and diversity, the priorities it sets for itself, the way in which it is governed, the use of resources, its relation to the system of social justice, and its reaction to and leadership of change in the society. It looks to the federal and state governments, colleges and universities, parents, students and employers to make these changes and revitalize the role of higher education in American life.

56. Carp, Abraham; Peterson, Richard; and Roelfs, Pamela. "Learning Interests and Experiences of Adult Americans." Berkeley, CA: Educational Testing Service, 1973. (Pre-Publication Manuscript.)

Reports on a study done for the Commission on Non-Traditional Study concerning potential market for adult learning -- subject matter interests, preferred settings for learning, reasons for

learning. Analyzes the learning activities of men and women students. A national sample of adults was surveyed to determine participation in adult education and associated information. Characteristics of participants; subjects studied; reasons for learning; methods for learning; locations; barriers; time and cost factors; services needed; and credit requirements are carefully analyzed in the report. Concluded that 30% of Americans actually engaged in part-time learning; they were relatively young, well-educated, of high occupational level and urban dwellers. 77% of the population indicated they would be interested in further learning.

57. Central Region Continuing Education Studies Project. Continuing Education: Bridging the Information Gap. Ithaca, NY: Cornell University, 1975.

Describes a needs analysis in one part of New York State. This is one of several such resource and needs analyses being carried out in various regions of the state. Gives an overview of adult education, mentions 3 separate research efforts: establishment of a demographic profile of the region; assessment of continuing education needs of adults in the region; and inventory of learning opportunities in the region. Detailed analysis of the characteristics of the population and their learning interests is given. Breakdowns by urban/rural area, subject interests, occupation, preferred learning sites, time and money available for study, and information about adult education activities were done. An inventory of learning opportunities in the region identified 415 organizations and institutions. Almost 75% of learning activities in this region are carried on by higher education institutions and secondary schools. Continuing growth of adult education activities a pattern. 82% of all employers had some kind of training program, regardless of the size of the firm. Recommends greater coordination of continuing education delivery system, to improve information and counseling services for adults, decentralize learning opportunities, and establish an information system for continuing education in the region.

58. Central Region Continuing Education Studies Project. A Guide to Learning Opportunities for Adults - Directory of Continuing Education in Central New York. Ithaca, NY: Cornell University, 1976.

Provides a guide to the wide variety of organized educational activities available in the 11 counties of Central New York State. Part I contains a listing of each sponsor of an adult education activity, and is arranged alphabetically by county. Part II is an index to Part I, arranged by subject matter taught. The main entry contains the name of the provider, address, phone number, contact person, basic information about offerings, information concerning fees. Index section

has subject matter, subdivided by county for easy reference; one would turn to the main entry for full information.

59. Champagne, Joseph E. Higher Education, Lifelong Learning and Community Service: A Profile of Action and Responsibility. Houston, TX: Center for Human Resources, University of Houston, 1975. (ED 124 047)

Summarizes statewide plans and the action of different states in implementing statewide higher education plans. As part of the input for the Texas State Plan for Higher Continuing Education, emphasizes both lifelong learning and public service aspects of higher education institutions.

60. Chappell, Carl L. "Participation Training: An Instrument for Milieu Change." Hospital & Community Psychiatry, November 1969, pp. 355-357.

Describes participation training, a modification of the Indiana Plan. This application occurred in a mental hospital setting, where it gave insight into the group process, including that in therapeutic groups. Participants readily used their knowledge in actual work situations; encouraged exploration of alternative approaches to a given problem; sometimes uncovered a latent problem, thereby giving impetus to the solution. The creation of a totally therapeutic milieu in a mental hospital can be fostered by this method. Large institutions would need to have a training program going on constantly to orient new employees.

61. Charnley, Alan H. Research in Adult Education in the British Isles. London: National Institute of Adult Education, 1974. (ED 110 712//)

Masters and doctoral theses from the British Isles are summarized. 191 items included over 30-year period. Nine topical subdivisions: 1. Historical and descriptive surveys; 2. Particular Movements and Organizations; 3. Participation; 4. Theory; 5. Curriculum; 6. Methodology; 7. Guidance and Counseling; 8. Administration; 9. Staffing.

62. Charters, Alexander N. Accessibility to Resources for Educators of Adults. (Syracuse, NY: Syracuse University) 1977. (Mimeographed.)

States the need for continuing education for adult educators; identifies six areas in which resources may be categorized which would facilitate the professional development of educators of adults. These are the categories used by the Clearinghouse of Resources for Educators of Adults at Syracuse University. The problem of accessibility of resources is addressed. This is considered from the point of view of indexing or cataloging; physical accessibility; psychological aspects reflecting for instance previous unsatisfactory experience with libraries;

and ability of the learner to use the resource. The experience of the Clearinghouse is briefly summarized and its product, the International Handbook of Resources for Educators of Adults is described. 5 elements concerning resources are: identification; acquisition; processing; dissemination; and evaluation. (Learner assistance is also mentioned.)

63. Charters, Alexander N. "Adult Education in American Society: Some Developments, Trends, and Issues." Internationales Jahrbuch für Erwachsenenbildung. 1975. (ED 120 342)

Discussion of adult education in American society. Examines social change, educational goals, and structure of programs. Discusses delivery systems from the point of view of audience, funding sources, institutions, emerging forms, and special problems. Considers financing, paticipation, and planning. Covers adult education as a profession or field of study.

64. Charters, Alexander N., ed. International Handbook of Resources for Educators of Adults. Syracuse, NY: Syracuse University, 1976-

A periodical publication containing annotations about resources in adult education. Resources are categorized under 6 headings: social instruments, institutions, publications and other information sources, administrative supports, human expertise, and awards. Published three times per year.

65. Charters, Alexander N. Report on the 1969 Galaxy Conference of Adult Education Organizations. Syracuse, NY: Syracuse University, 1971. (ED 047 229)

Reports on the 1969 Galaxy Conference. This was a simultaneous and coordinated set of the meetings of 20 adult education organizations in one city at one time, so that cross-fertilization of the organizations could take place. The conference resulted in the strengthening of the CAEO: Coalition of Adult Education Organizations, and in establishing communication and understanding among the participants and organizations. A substantial amount of attention was given by the media to adult and continuing education as a result of the large number of adult educators in the city (Washington, DC) at the same time. Attention was paid to third world concerns, and eight imperatives for the future of adult education were published: 1. eliminate educational deficiencies of American adults; 2. strengthen existing adult and continuing education efforts; 3. provide adult and continuing education in the arts and humanities and in public affairs; 4. improve financial support; 5. provide adequate opportunities for persons in low income groups; 6. strengthen support structures; 7. increase public awareness; 8. achieve greater levels of federal support and coordination.

66. Charters, Alexander N. Resources for Educators of Adults; Descriptive Subject Headings. (Syracuse, NY: Syracuse University) 1976.
List of subjects used for classifying materials in the Clearinghouse of Resources for Educators of Adults at Syracuse.

67. Charters, Alexander N., and Hilton, Ronald J. Who We Are: What Some Educators of Adults say about their Characteristics, Competencies & Roles. (Syracuse, NY: Syracuse University, 1977) (Mimeographed.)
Intensive interviews with adult educators elicited their descriptions of their jobs, the relationship of their work to the goals of their organizations, details of their work day, and information about needed skills and competencies for their work. They also commented about the kind of training needed to do adult education work. Responses indicated that communication is an activity of high importance for adult educators; communicating with peers, superiors, subordinates, publics, markets, and with others who find communicating difficult. Most satisfying for adult educators are the success stories of individuals they have helped. Skills believed important included: people skills; "tightrope-walking"; certain knowledge areas, such as educational principles, behavioral science, research methods; organizational sense; multi-dimensional competencies; experiential basis for the work; a clear philosophy of adult education; a knowledge of available resources. The report, still in preparation, describes adult education as a profession from the point of view of its practitioners.

68. Coles, E. K. Townsend. "Universities and Adult Education." International Review of Education 18, 2 (1972): 172-182.
Examines university adult education in a global context. In some Eastern European countries, university education is the same whether the student attends day or evening sessions or takes courses by correspondence. In Western Europe, the universities do not feel any responsibility to provide adult education at all. Three factors pushing for change are: expanded enrollments, change in the nature of the universities, and the demand for relevance and social participation on the part of universities. Author believes universities are moving with the lifelong education trend; becoming more representative and more relevant. Predicts more accommodation to new students, more integration with the nonformal education system, and more evolution of adult education as a discipline.

69. Collier, Douglas J., and Roberts, Clara. A Framework and Language for Postsecondary Education. Boulder, CO: NCHEMS, 1976.
Outlines a framework for describing both adult/continuing education programs and higher education programs as part of the larger concept of postsecondary education. Within the framework, outlines a language which will allow the user to talk about the wide diversity of postsecondary programs. Produced through joint effort of NCHEMS and Coalition of Adult Education Organizations.

70. Comfort, Robert W. "Higher Adult Education Programming: A Model." Adult Leadership 23, 1 (May 1974): 6-8, 25-29, 32.

Presents a model of higher adult education programming based on the characteristics of adult learning. The model is applicable to degree or non-degree activities. It includes 4 organizational activities: program and curriculum; instructional program; admissions; and counseling. Under each, it describes assumptions, objectives, policy matters. Focuses on learning needs of students rather than on teaching needs of the institution. Some assumptions are, for instance, that learners will drop in and out of the educational system throughout their lives. Points out that there has been little research on instructional methods and techniques and on the adult learner in higher education. Also needed is assessment of adult ability to do college-level work. Suggests research become a regular activity of all adult educators.

71. Comly, Lucy T. Community-Based Educational and Career Information and Counseling Services for the Adult Public. Albany: The University of the State of New York State Education Department, 1975. (ED 113 458)

This set of documents was circulated to people in the field of education and information and counseling services, to set the direction for counseling and career information services in the State of New York, in preparation for a working meeting on that topic. Questions are put to the reader to cause him/her to consider what might be the desirable characteristics of educational and career information and counseling services; what services presently exist; what indicators of need there are; what specific support services the state should supply; how services would be staffed and how staff would be trained; how much it would cost; and who ought to pay for it. Following the circulation of this document, further meetings were held concerning the establishment of such a service.

72. Community Education Journal. bi-monthly. Midland, MI: Pendell Co., 1971-

Contains mostly brief articles on community schools, community education, and community colleges. Many are accounts of practical experience of value to practitioners in the field.

73. Commission on Non-Traditional Study. Diversity by Design. San Francisco: Jossey-Bass, 1973.

Reports on the work of the Commission on Non-Traditional Study. Based on an attitude which puts the student first, institutions second. Concentrates on students' need vs. institution's convenience; encourages diversity; deemphasizes time, space, and course requirements; instead stresses competence and performance. Traditional and nontraditional education must work together, to extend to all people the full opportunity to learn and to make it

easier for them to do so. The concept of lifelong learning must be combined with some kind of financial support of adults to make education a possibility for those with low incomes. Non-traditional students should have a variety of options. Institutions will be affected by increased demand for inter-disciplinary programs; interrupted study; altered patterns of residence; closer articulation with secondary education; recognition of alternate providers/sponsors; more collaboration among institutions and different financial arrangements. Suggests cost studies be undertaken, new methods for accreditation be found. Concludes that lifetime learning has new appropriateness and requires new support patterns.

74. Conference on Educational and Occupational Counseling and Information Systems for Adults. Report. Rosslyn, VA: n.p., 1976.

Reports on a conference on educational and occupational counseling and information systems for adults. Characteristics of adult clients were described; information needs were analyzed; the work of educational brokers was described and studied. A need for linking between practice and research exists. Greater interaction is imperative: more consortia and clearinghouses ought to be founded. Evaluation was discussed and criteria suggested. Suggestions for research included the following topics: participation, influence of setting, interaction between research and practice. Recommendations for new project funding comprised: projects to coordinate the accurate accumulation and standardization of information, development of new delivery systems; support agencies for support to new agencies; investigation of funding structures and strategies; and provision of an information clearinghouse. Several recommendations for federal efforts were: technical assistance, promotion of public awareness; mobilization of legislative support and awareness; improving communication and coordination among federal agencies.

75. The Continuing Education: Unit Criteria and Guidelines. By William L. Turner, Chairman. Washington, DC: National University Extension Association, 1974. (The National Task Force on the Continuing Education Unit) (ED 091 609)

Describes the history and use of the continuing education unit. One CEU is 10 contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction. Designed to be a uniform unit of measurement to facilitate the accumulation and exchange of standardized information about individual participation in non-credit continuing education, to establish permanent records for individuals, provide a uniform system for accumulating data, and establish a national system of measurement. Provides institutional and even national informational possibilities. Gives individual a tool for educational planning. Limitations on kinds of courses for which CEU can be

awarded are mentioned. Operational guidelines are provided, and there is a brief section on the use of the CEU for data collection across institutional lines.

76. Continuing Higher Education. quarterly. Dartmouth, MA: Association for Continuing Higher Education, 1952-
Quarterly publication of the ACHE.

77. Continuum. quarterly. Washington, DC: National University Extension Association, 1937-
Quarterly publication of the NUEA; brief practical articles on university extension activities. Occasional issues devoted to one special topic; for instance, June, 1977 was a special issue on professional continuing education.

78. Convergence/Convergencia. quarterly. Toronto, Ontario: International Council for Adult Education, 1968-
International journal of adult education, with text and summaries in English, French, Russian, and Spanish. Scholarly articles by outstanding writers. Book reviews.

79. Coolican, Patricia M. "Self-Planned Learning: Implications for the Future of Adult Education." Syracuse, NY: Syracuse University Research Corporation, 1974. (ED 095 254)
Reports on survesy of self-planned learning and related implications for the field of education in general and adult education in particular. Summarizes work on participants from the institutional point of view, then begins to look at studies focused on the individual learner. Credits Houle with the first such study; reports other early mention of self-directed learning. Tough began a new wave of studies on the self-directed learner. Author tabulates and analyzes major findings from 7 research studies which focus on the individual learner. Participation was found to be from 96-100%; learning for credit was not a major motivation. Most projects were planned by the learner. This conflicts with institutional perspective; Coolican says institutions ought to seek out such learners and help them with their projects. Self-planned learning ought to be accepted as a viable part of adult education and more effective planning ought to use adult educators in the planning of individual adults' projects. With the material contained in the addendum, the size of the sample is approaching statistically significant numbers.

80. Cross, K. Patricia. Beyond the Open Door. San Francisco: Jossey-Bass, 1971.
Examines the new student in higher education; underprivileged, coming into the system through the open door policies of many institutions, and unfamiliar to the academic environment and tradition. Analyzes changing philosophies of higher education throughout American history, compares the experience of new

students with traditional ones. Describes the interests, aspirations, attitudes, values of new students and of traditional ones. Examines the special needs of ethnic minorities and women and recommends changes in postsecondary education. Traditional postsecondary education is not prepared to adequately serve the new student. Cross believes we should not try to fit the students into the old mold, but change the mold; she is opposed to certification, prefers education; she believes each person should have the opportunity to excel. She defines three areas of competence: working with people, with things, and with ideas. Each of these three competencies is needed; if the new student excels at the first two only, the educational system should support that excellence and not concentrate on the one competency that is missing. Millions of people are moving out of traditional learning modes; creating their own lifelong learning; it should be the aim of education to enable people to learn -- however, whenever, and whatever they have a need or desire to learn.

81. Cross, K. Patricia; Valley, John R.; and Associates. Planning Non-Traditional Programs. San Francisco: Jossey-Bass, 1974.
Consists of documents drafted for the Commission on Non-Traditional Learning. These are important position papers on various aspects of non-traditional learning, for instance, Cross & Valley's article setting forth the stance that the student's need is more important than the institution's convenience. Included is the Carp, Peterson & Roelfs paper on participation; Ruyle & Geiselman's study of non-traditional opportunities and programs; Walton's paper on educational technology and Warren's on credit. Hefferlin's article on accreditation poses important problems concerning criteria. A lengthy bibliography is included.

82. Cross, Wilbur. The Weekend Education Source Book. New York: Harper's Magazine Press, 1976. (ED 126 329//)
Describes programs, called by various names, such as educational vacations, weekend colleges, seminars, conferences, institutes, workshops, learn-ins, mini-courses and clinics, to which adults may go and spend two or more days of leisure time to learn subjects varying from academic material through recreation and political activity in a comfortable and pleasant surrounding. Uses an anecdotal style to set the background for a study of participation in a new kind of educational experience. Since the 1870 Chautauquas, Americans have been combining vacations with learning. A complete history of this trend is included. Author suggests short residential programs are one good answer to the question: "where shall I get the education I need?". Acts as a practical guide to potential students, giving information about how to find out about programs and where to write for details. Contains addresses of educational

associations, government agencies, regional sources of information, reference sources, and information about CLEP. Predicts more self-directed learning and more situations where one learner helps another.

83. Dao, Mary Nin-Sun Cheng. "The Orientations Toward Non-Participation in Adult Education." Ph.D. dissertation, University of Chicago, 1975.
Identified nine clusters of reasons for non-participation in adult education. These were: not enough time; too difficult to participate; too difficult to succeed; against social norms; negative feelings toward institution; negative prior experiences; results not valued; indifference; and unawareness. Most influential were not enough time and indifference. Recommendations are made for further study.

84. Dave, R. H. Lifelong Education and School Curriculum. Hamburg: Unesco Institute for Education, 1973.
Shares ideas about lifelong education to acquaint international adult education community with ideas, survey of the field. Some history of lifelong education is given and its implications for the school curriculum are pointed out. There would need to be modifications of the operational and structural aspects of school programs to adapt them to lifelong learning. Some schools have already implemented such changes. Suggests some research problems.

85. DeLayo, Leonard J. Adult Basic Education in New Mexico - Personal Growth Curriculum. n.p.: State Dept. of Education, 1975.
Five general areas are outlined; each consists of units which could be given to students in an adult basic education program to help them learn basic skills and specific functional competencies. The first chapter is on family life. It contains 3 units: marriage and the family; preparing your child for school; and guiding your child. It includes vocabulary, several tests which are mostly used in order to stimulate discussion, materials about budgeting, raising children, sex education, etc. It also includes several home situation case studies for the students to discuss. Other chapters are on health education, the world of work, money management, and citizenship and government. This would be an excellent curriculum tool for those just beginning in the field and for supplementing more advanced programs.

86. Dell'Apa, Frank. Educational Programs in Adult Correctional Institutions - A Survey. Boulder: Western Interstate Commission for Higher Education, 1973. (ED 099 550)
Reports on a survey taken in the summer of 1973 in adult correctional institutions throughout the U.S. to obtain a picture of academic educational programs available to inmates. 150 institutions responded from all over the U.S. Survey

identified prison size, security level, educational background of inmates, inmate ages, expenditures for programs, sources of funds, inmate participation, characteristics of teachers, and type of program. Most common type of program is vocational; mostly part-time students, average of 36% participation. Teachers were mostly full time, certified vocational teachers; some inmate teachers used. Teachers must be willing to encounter learning handicaps, low intelligence, emotional problems and lack of motivation on the part of many students. Training needs for such teachers are great. Expresses the philosophy that educating prisoners will help them to make it in the outside world and reduce the rate of recidivism.

87. DePalma, David J., and Foley, Jeanne M., eds. Moral Development. Hillsdale, NJ: Lawrence Eribaum Associates, 1975.

Presents a collection of contemporary theory and research in moral development. Articles discuss moral development, the process of moving from one stage of moral development to the next. Experimental and theoretical papers are both included. One of the key steps in this development in children is the ability to take the social perspective of another person. A need is expressed for longitudinal studies which look at the development of change in the same individuals over time, and a need for greater understanding of the differences between individuals within certain stages of development.

88. Dixon, Jon M. "A Computerized Education and Training Record." Journal of Continuing Education for Nursing 6, 4 (July-August 1975): 20-23.

Describes a system for keeping records of inservice education for health personnel. As requirements for continuing education increase, the need for a record of what courses an individual practitioner has taken becomes of higher importance. Since 1972, Bronson Methodist Hospital has kept computerized records of inservice training. There is an attendance record, a record of courses taken outside the hospital, number of hours or credits granted. Records may be important for the individual, department heads or supervisors, for hospital reports about staff development, and for making up an educational profile useful for course programming.

89. Draper, James A. University of Toronto Theses Research Relating to Adult Education: an Interdisciplinary Analysis, 1900 - 1970. Toronto: Ontario Institute for Studies in Education, 1974. (ED 107 901)

Lists theses related to adult education from fields outside education. Indexed by subject, author. 62 theses are annotated. It is concluded that interdisciplinary relations of adult education ought to be given more serious consideration.

90. Draves, Bill. The Kansas Informal Learning Directory. Manhattan, KS: Kansas State University, 1977.

This is a printed list of information usually kept in files at services for information and referral. It is a directory of providers for all kinds of learning opportunities in the state of Kansas. The arrangement is by county. Wichita's directory is separate. Subjects are also indexed.

91. Drazek, Stanley J., and Walker, Henry A. "Survey of Senior Continuing Education/Extension Administrators: A Summary." The NUEA Spectator 38 (June 1974): 20-26.

Reports on a survey of 62 continuing education administrators concerning recent developments in extension at colleges and universities from 1963-1973. Trends indicate upgrading of continuing education and extension programs; increases in staff, enrollments, and budgets; some increase in tuition; considerable reorganization; more professionalization of staff; changes in planning, programming, financing, data collection and marketing techniques; and a general optimism about the future. Predictions from the survey: new fields will be added, quality will be maintained, there will be budget problems, but greater acceptance of continuing education and extension.

92. Driessen, Jon J., and Pyfer, Julene Newland. "An Unconventional Setting for a Conventional Occasion: A Case Study of an Experimental Adult Education Program." Sociology of Education 1975 48 (Winter 1975): 111-125.

Authors establish the study of settings as valid in the sociological field, then move to a case study in adult basic education. Classes were held in students' homes to help avoid student embarrassment. As a result, students were more comfortable, had more control over the setting and therefore the process. This led to a more informal relationship; greater equality of role: guest-host relationship, vs. teacher-pupil. More negotiation about beginnings, breaks, ends, than in classroom. Some teachers felt uncomfortable; most pupils preferred home setting. Setting is extremely important as a factor in any social situation and specifically the teaching one.

93. Dwyer, Richard. "Workers' Education, Labor Education, Labor Studies: an Historical Delineation." Review of Educational Research 47 (Winter 1977): 179-207.

Dwyer describes three periods of education for workers. The early period he calls worker education and it corresponds with a socialist political orientation on the part of working people in the early years of the century. With the advent of a strong labor union movement in the 1930's, part of the power struggle involved the dismantling of this educational movement and its replacement by utilitarian courses of study under

union and other sponsorship. Only in the late 1960's did a new movement toward the broad education of workers begin, with courses offered through the universities aimed at liberal education of workers and degree-type credentialing.

94. Eastern Michigan University. Center for Community Education.
Center was established January, 1969 to disseminate information on the community education concept; assist districts in the implementation and development of community education; provide for the various community education training needs. Community education defined as including: greater use of educational facilities, increased educational offerings for school-age youngsters, educational programs for all members of a community; more effective use of social and government agencies; community involvement in community development and problem solving.

95. Effective Cooperation Between Labor Organizations, Universities, Community Colleges and Other Post-Secondary Institutions In Labor Education. n.p.: (UAW Education Department) 1976.
Sets forth a policy statement regarding labor education, particularly as it is carried out in cooperation with educational institutions. History of relationship between labor movement and higher education is recounted. Premise of labor education: leaders are needed who have a variety of skills and education is required to meet their needs. Trust and mutual respect necessary. Scope of programs: labor extension: meets specific practical needs; service and resource functions: consultation and application; labor studies: credit curricula for credential-connected learning. Labor Advisory Committees involve labor representatives in planning activities. Advocates support from sources other than workers themselves; suggests credit and degree programs ought to be available to all; proposes that new programs be developed jointly with unions and educational organizations.

96. Erdos, Renée F. Teaching by Correspondence. London: Longmans, Green & Co., 1967. (Unesco Source Book.)
One of a series of Unesco Source Books designed to help developing nations improve their national systems within their own national framework, but with the benefit of relevant international experience. Correspondence education applies particularly to such nations, with their need to improve teacher training and to serve increasing numbers of students, often in areas remote from educational centers. Specific information is given regarding the need for correspondence teaching, the writing of courses, personnel, production, instructors, school organization, facilities and equipment, oral, audio-visual, and programmed methods. Sample lessons are appended, including practical examples in every aspect of correspondence teaching. Excellent practical manual.

97. Esarey, J. Clark. "Financing Corrections Education." Adult Leadership 23, 12 (June 1975): 367-368.

Describes potential and actual funding sources for corrections education (all education carried out in correctional institutions). Establishment of a school district may be possible and necessary to allow funds to be received. Funds may come from: general revenue, state education agency, adult education-related programs such as ABE or GED, Right-to-Read, CETA Title I Funds, VA, LEAA, and postsecondary programs might be funded through contracts with community colleges. A competent staff can attract and coordinate mixed funding to achieve program goals.

98. Farmer, James A., Jr. Evaluating Broad-aimed Programs of Adult Education. Washington, DC: ERIC Reports, 1976. (ED 123 410)

The document examines the need to develop and implement more adequate evaluation methods for broad-aimed adult education programs, and presents some suggestions. Broad-aimed adult education programs are described as those which seek to affect the quality of the learners' lives through education and to help learners cope more effectively with their problems. This type of program is generally funded under the Smith Lever Act, 1914, the Manpower Development and Training Act, 1962, Title I of the Higher Education Act, 1965, and the Adult Education Act, 1966. The paper's four sections include: (1) broad-aimed adult education defined and differentiated from other types of adult education, with three program types examined; (2) need for more adequate evaluation of broad-aimed adult education programs, examining current evaluation techniques; (3) false assumptions to be avoided when evaluating broad-aimed programs, giving examples of inappropriate evaluation methods; and, (4) toward more adequate evaluation of broad-aimed adult education programs, describing one approach and presenting various opinions. (LH)

99. Farquharson, Andrew. "Peers as Helpers: Personal Change in Members of Self-Help Groups in Metropolitan Toronto." Ed.D. dissertation, University of Toronto, 1975.

Using the methodology of Allen Tough on self-directed learning, identified change among members of self-help groups.

100. Faure, Edgar, and Others. Learning to Be. Paris: Unesco, 1972.

Unesco-commissioned study on education -- its development in a changing universe. After a brief overview of international education and description of the present state of education throughout the world, the report concludes that new needs of the world's people cannot be met by the old concepts of education. A look at the future leads to the conclusion that education can no longer be confined to one period of human life, but is spreading in time and space to touch the entire

human being in all dimensions, throughout all of life. Realizing that reform as massive as that proposed cannot be accomplished on a piecemeal basis, the report suggests that an overall philosophy of education be adopted which will underlie and pervade the educational system of the future. 21 recommendations are made, beginning with the principle that every individual must be in a position to keep learning throughout his life, and ending with the principle that learners must be able to play a responsible part in the entire educational enterprise. Key document in the lifelong learning literature.

101. Feldman, Kenneth A., ed. College and Student: Selected Readings in the Social Psychology of Higher Education. New York: Pergamon Press, 1972.

A book of readings in the social psychology of higher education. Topics dealt with: structure and process in higher education; the transition from high school to college, change and stability during the college years; assessing the influences of different college environments; the student and college substructures (e.g., changes in values, change of major, occupational plan changes, dormitory effects, student-faculty relationships), stude[illegible], student culture, and teachers; and recommendations, innovations, experimentations, and reform. Authors include: Hochbaum, Robert B. Smith, Medsker, Trent, Chickering, and Astin. Excellent bibliography by subject subdivisions.

102. Ferris, Bill. "Learning and Working: a Conference Report." College and University Bulletin 29, 8 (April-May 1977): 1-6.

Report of the 32nd National Conference on Higher Education in Chicago, April, 1977. Speakers view learning not as a preparation for the world of work, but as joining with working to improve the quality of human life. The realization that a materialist ethic does not lead to boundless happiness has created a counter-culture which places value on craftsmanship, creativity, and naturalness. Education cannot possibly prepare the young for the future: we don't know what that is; let it therefore prepare them for change and for self-reliance.

103. Fieldhouse, Roger. The Workers' Educational Association; Aims and Achievements, 1903-1977. Syracuse, NY: Syracuse University Publications in Continuing Education, 1977.

Founded in 1903 from many strands of 19th century adult education, the Workers' Educational Association sought to give working class people the opportunity for education customarily easier for the middle classes. The social reform implications of this activity gave way over the years to education for the sake of personal fulfillment. In the mid-50's, the association turned again toward a more pioneering role, addressing itself to the needs of disadvantaged sections of society, but it is

continuing its commitment to liberal adult education as well. In this, it remains true to its original purpose to "enable all those people who still suffer inadequate education in their childhood to make good their lost opportunities, to the benefit of themselves and the working class." Lengthy bibliography.

104. Fleece, Jeffrey. "First Aid for Present Shock." The NUEA Spectator 36, 10 (December 1972): 24-26.

All those who go out to become educators of adults ought to realize that:

1. many adults don't need us,
2. some come to us for the wrong reasons (boredom, status-seeking),
3. some have very limited goals (I want to learn how to get rich),
4. we cannot fulfill all adults' educational desires,
5. adult students are intellectually modest; may give up too easily, seem unmotivated,
6. other adults are surprisingly like ourselves.

Changes in adult education will be modest developments in method and purpose.

105. Francke, Chester A. "Statement of General Motors Corporation Submitted to the U.S. Department of Commerce on Work Education." East Lansing, MI: 1976.

This speech presented the role of business in general and of GM in particular in the educational sector. Francke estimates that in recent years businesses have spent over 30 billion dollars annually to train and educate their employees. He suggests greater collaboration among business, educators, students, and government on improving the process and the quality of education, through programs such as cooperative education; the teaching of "coping skills": communication, cooperation, interpersonal relationships, and how to act on the job; and through cooperation in creating a work environment of quality. Some of General Motors' activities in this area are described in appended material.

106. Freedman, Anne. "Changing Ethics, Changing Schools, Changing Jobs." Adult Leadership (October 1974): 104-106.

Describes a program of community schools in Miami, Florida. Dade County Community School provides a broad range of content to children and adults in a public school family by broadening the concept of the public school to include citizens of all ages as potential students. Community education results in benefits which are tangible, such as more economical use of facilities, but intangible, such as attitudes.

107. Freire, Paulo. "The Adult Literacy Process as Cultural Action for Freedom." Harvard Educational Review 40 (May 1970): 202-225.

Freire writes from a 3d world perspective, stressing a theory and practice based upon authentic dialogue between teachers and learners. This dialogue takes place when learners are helped to learn literacy through an awareness of their own lives and social condition. Literacy training therefore leads to the raising of the individual's consciousness of the self and of being able to look critically at the culture and take steps to change the world. The act of knowing must result from engaging learners in a constant process of approaching reality from new directions. "Generative words" are chosen and worked into situations familiar to the learners. In elaborating the concepts thus learned, it is not the dominant culture which is superimposed upon the learners, but their own. The sentences and paragraphs constructed by the learners themselves ought to be the textbooks. "To undertake such work, it is necessary to have faith in the people, solidarity with them."

108. Freire, Paulo. "Cultural Action and Conscientization." Harvard Educational Review 40 (August 1970): 452-477.

Explores the philosophical basis of Freire's thought. Man is a being who exists in and with the world, that is, one who can think about the world as well as exist in it. Only men may humanize or dehumanize the things of the world. Only men work. The concept of consciousness is discussed. The relationships between the dominant society and the dependent society are part of a greater social context. The dependent society is silent; Freire describes political situations in Latin American countries which exemplify this, showing how the masses emerge into the political process. He then describes the role of education (that is, his kind of education) in liberating the people during revolutionary periods.

109. Fuller, Jack W. "Catalyst for Developing Community Leadership." Community & Junior College Journal 45, 7 (April 1975): 14-17.

Describes a program of community leadership training offered by a community college to leaders in its community. A survey revealed the leaders in the community. In addition to analyzing the characteristics of leaders, the college offered leadership training. Participants suggested curriculum, and nine seminars in practical matters such as financing projects, motivating citizens, planning programs, and interagency cooperation were held.

110. George Washington University Institute for Educational Leadership. Approaches to State Licensing of Private Degree-Granting Institutions. Washington, DC: Institute for Educational Leadership (IEL Reports: Eight), November 1975. (ED 115 186)

Reports on a working conference for state licensing officials. Chartering (pretty much a formality), and licensing functions of states have weaknesses. With increased interstate operation of educational organizations, actions of individual states take on increased importance. Conferees hoped to establish channels of communication among state licensing officials, federal agencies and accrediting commissions, so as to assure their citizens of the bona fides of licensed programs.

111. Gephart, William J. "Evaluation: Past, Present and Future." Bloomington, IN: Phi Delta Kappa (1972). (Occasional Paper 13.)

Synthesizes three basic frames of reference: evaluation as measurement, evaluation as service to decision-makers, and evaluation as judgment on something concluded. Researcher must decide which of these models suits the particular situation, and carry through in that framework. Doing so can avoid misunderstandings between researcher and client and even with the research team.

112. Gideon, Victor C.; King, A. Patricia; Runyan, Harry M.; and Sutherland, Michael R. Terminology About Adult/Continuing Education: a Preliminary Structure and a Suggested Developmental Process. Boston: Systems Management Corp., 1971. (ED 065 761)

Suggests a structure for a manual of terminology about adult/continuing education, and a process for working on such a document: the Delphi technique.

113. Glancy, Keith E. "A New Tool for Adult Educators." Adult Leadership 20, 1 (May 1971): 10-12, 35, 38.

Describes, explains and advocates the use of the continuing education unit. The CEU was developed in response to a large number of adults taking courses outside of colleges and universities, together with the need to keep some permanent record of courses taken, sometimes for formal licensing and certification requirements and sometimes not. Suggests a use for NCES in collection of adult education data. Predicts the CEU will have an impact on continuing education and will improve its effectiveness.

114. Goldman, Israel M. Lifelong Learning Among Jews. New York: Ktav Publishing House, 1975.

A history of adult education in Judaism from Biblical times to the 20th Century. Although learning is highly important to the adult Jew, works on Jewish education have usually dealt with education of children. Celebrates the tradition of adult learning in hopes of encouraging modern Jews to revitalize their interest in lifelong learning.

115. Golembiewski, Robert T., ed. Sensitivity Training and the Laboratory Approach: Readings about Concepts and Applications. 2d ed. Itasca, IL: Peacock Publishers, 1973.

Describes and analyzes the laboratory approach, its learning vehicles and designs, philosophy, and applications. Collection of classical articles by human relations scholars and practitioners.

116. Gollattscheck, James F.; Harlacher, Ervin L.; Roberts, Eleanor; and Wygal, Benjamin R. College Leadership for Community Renewal. San Francisco: Jossey-Bass, 1976.

Presents the case for community renewal colleges: institutions which provide active and aggressive leadership in the community and are dynamic agents for community change. A community renewal college determines its direction and develops its goals through college-community interaction, uses the total community as a learning laboratory and resource, serves as a catalyst to create, in the community, a desire for renewal, provides a vehicle through which the community educates itself, and evaluates its successes by citizen successes that are recognized as significant by the community itself. Education is becoming more community-centered, but the concept described in this book is the exception -- it will be the rule in the future. It will deliver the education community members want and need where learners are, to all community members, in a participatory framework. The term renewal is used to indicate human renewal, urban renewal, environmental renewal, political renewal, and perhaps even moral and spiritual renewal. Examples of programs approaching this ideal are given throughout the book. Steps in the renewal process include: learning about the clientele, cooperating with other agencies, making programs accessible, individualized and competency-based; and ensuring self-renewal. Guidelines are given for developing colleges of the community-renewal kind.

117. Gould, Roger L. "The Phases of Adult Life: A Study in Developmental Psychology." The American Journal of Psychiatry 129:5 (November 1972): 33-43.

Reports on two surveys, using observation and a questionnaire to validate developmental phase theories of adult development. Both the observational data and the questionnaire tended to bear out the phases predicted. There is a sequence of process fluctuations that define the posture of the self to its inner and outer world over time. Both subjects who were outpatients at the psychiatric clinic and nonpatients evidenced the same phases.

118. Grabowski, Stanley M. "Motivational Patterns of Adult Participants in Independent Study Programs." Continuing Education for Adults 179 (December 1972): 1-4.

In a sample of adult students at Syracuse University, the author found seven interpretable factors in motivation for participation. These are: the desire to know, the desire to reach a personal goal; the desire to take part in social activities; the desire to reach a social goal; the desire to escape; the desire to study alone; and the desire for intellectual security. Based on the author's dissertation.

119. Grabowski, Stanley M., ed. Paulo Freire: A Revolutionary Dilemma for the Adult Educator. Syracuse, NY: Syracuse University and ERIC Clearinghouse, 1972. (ED 068 ,19)

Reports some reacti..s of adult educators to the philosophy and practice of Paulo Freire, noted adult educat.r from South America. The six essays present different points of view. Farmer sees Freire's work as relevant even in the U.S. to help people break through otherwise oppressive and debilitating barriers to life. London criticizes the Cooperative Extension Service, which, instead of serving the small farmer, rural poor and farm laborers, reaches instead agribusiness and the better-educated large farmer. Stanley is critical of Freire on philosophical and practical grounds. Rivera takes a liberal point of view; sees conflict between need to maintain status quo and new perceptions leading to change. The question to be faced is that of the role of education in promoting social criticism. Griffith admits that Freire might be stimulating adult educators to reflect on their methods, but is wary of accepting his politics. Boston points out that translating Freire to our culture is difficult; he cannot save us, we must save ourselves. Quotational bibliography excellent.

120. Grabowski, Stanley M., and Loague, Nehume, eds. Adult Education Dissertation Abstracts: 1968-1969. Washington, DC: Adult Education Association of the USA (1970). (ED 069 967)

Sizeable annotations of 303 dissertations pertinent to the education or training of adults. One of a series (Grabowski 1935-62; DeCrow 1963-67). Classified by broad subject headings used by ERIC Clearinghouse on Adult Education, Syracuse. Tabulations reveal subject areas, numbers of studies done, and trends; increase in amount of dissertation research, prod tive institutions, and methods.

121. Grabowski, Stanley M., and Mason, W. Dean, eds. Learning for ..ng. Washington, DC: Adult Education Association of the USA, 1..

Compiles recent literature and current practice in the field of education for the aged. Aimed at practitioners. Papers by 16 authors discuss optimum conditions for learning in older persons; political implications; barriers; attitudes toward aging; community programs; preretirement counseling; nontraditional programs; health; physical fitness; nutrition; sexuality; training of educators for older adults; and government resources. Summary chapter by McClusky introduces the term PLY (Persons in the Later Years); asserts that education, properly conceived and implemented, can be a major force in bringing about more productive, satisfied, and growing older people. Education about aging must begin early in life so that the later years can be the ultimate period for the achievement of an enriched selfhood and realization of adult potential.

122. Gray, Lois S. Labor and Community Colleges. Washington, DC: American Association of Community and Junior Colleges, 1976. (ED 125 684)

Explores areas of labor-community college cooperation, surveys jointly planned programs currently underway, and analyzes problem areas. Labor-community college cooperation is just beginning, whereas programs of cooperation with business and industry are already much better established. Guidelines for working with unions may be derived from experience with business and the history of cooperation between agriculture and land grant colleges in cooperative extension is also cited as an analogous model.

123. Green, Thomas F. The Activities of Teaching. New York: McGraw-Hill, 1971.

There are 9 essays: Structure of Teaching; Modes of Teaching; Teaching and the Formation of Beliefs; Teaching, Knowing, and the Problem of Certainty; Teaching, Truth, and False Belief; Learning, Teaching, Explaining, and Giving Reasons; Judging; Wondering and Roots of Motivation; and Non-analytic Psychology. Each essay includes the analysis, the method, and some questions. These are fine basic words on teaching. The distinction between teaching and learning is meaningfully delineated. A book of philosophy about teaching and as such provides examples of how to do philosophy.

124. Green, Thomas F. Work, Leisure, and the American Schools. New York: Random House, 1968.

A philosophical inquiry into the nature of man, his relationship to work and to free time and what role the educational system needs to play to improve those relationships. A search for a heuristically-satisfactory way of thinking about work and leisure. No solutions offered. Questions raised include: how are "job" and "work" related? what is leisure? is it the opposite of "work"? The way we think about work is of central importance

in education. "Unless some trends in the culture and structure of American schools are reversed or strongly modified, we may find ourselves approaching a leisure society with a system of education that has been increasingly directed toward preparation for a job-oriented society...that...would mean that schooling would have become dysfunctional for the purposes of education." Whatever decisions are made about educating for leisure society, educators will have to think philosophically about the role of education in that society.

125. Greiner, James C. "Cooperation - Or - Conflict." Community Education Journal 4, 5 (Sept.-Oct. 1974): 14-16, 62.

Differentiates between community education and community schools. Integrates the idea of community recreation into the idea of the community school; indicates extent to which recreation can be used synonymously with community education concept. There is sometimes considerable competition between a community school and a parks and recreation department. Community school concept will only survive and prosper when agencies agree to serve the community together.

126. Griffith, William S., and Hayes, Ann P. Adult Basic Education: the State of the Art. Chicago: University of Chicago Department of Education, March 1970. (ED 051 475)

Reviews the state of the art in teacher training for adult basic education. Papers prepared for Workshop to Increase and to Improve University Teacher Training Programs in Adult Basic Education, Chicago, March, 1969. Eight major categories of topics: teacher training; adult students; testing adults; curriculum development and materials; economic considerations; programs; culture or social stratification; and overviews of ABE research and programs. Research concerns addressed in final chapter.

127. Grotelueschen, Arden D.; Gooler, Dennis; and Knox, Alan. Evaluation in Adult Basic Education. Danville, IL: Interstate, 1976.

Deals with evaluation of adult basic education programs: a practical guide and set of models. Designed to help ABE administrators relate evaluation to improving instruction. Evaluation is a process, with many forms and a variety of purposes. Evaluation must take into account a variety of audiences or publics. It involves description and judgment. Details of information to be collected, organization suggestions, many exhibits of forms, questionnaires, charts are included to help the evaluator design own evaluation. The goal of any evaluation is to ascertain the worth or value of a program; all steps in evaluation should keep that goal in mind. Since programs are usually in a state of process, evaluation can contribute to improving the program on the way. Included is a bibliography and a glossary of evaluation terms.

128. A Guide to Educational Programs in Noncollegiate Organizations. Albany, NY and Washington, DC: The University of the State of New York Office on Noncollegiate Sponsored Instruction and the Project on Noncollegiate Sponsored Instruction, American Council on Education, 1976. (ED 122 147)

Lists and describes formal educational programs and courses sponsored by non-collegiate organizations and indicates credit recommended for those courses by the project. Since 1974, annual guides have been prepared. Lists over 600 courses sponsored by 38 organizations nationwide. Organizations supply information to the Project; courses are assigned credit value according to level of material and hours of instruction. Continuous updating will be carried out.

129. Hadsell, Carl D., and Ervin, Ronald W. "Continuing Education Unit Computer-Assisted System at West Virginia University." College and University, Fall, 1975 51, 1 (Fall 1975): 49-61.

Describes the implementation of CEU record keeping at West Virginia University. To serve the individual's need for a record of courses taken and the institution's need for management reports, a Mark IV system was set up which produces the needed records and reports.

130. Hall, Laurence, and Associates. New Colleges for New Students. San Francisco: Jossey-Bass, 1974.

Describes several college programs specifically designed for the new student. Types of new students are blue collar and rural youth; the new adult learner; and women. Specific programs aimed at each of these groups are described in detail. For years we have been trying to make students fit colleges rather than the reverse. We have been relatively successful in granting access to new students, but not in giving them true equality of opportunity. The colleges described in this book have freedom to experiment. Three important challenges: a need for new diversity in accreditation standards, a major long-term investment by public and private sources in small innovative colleges as laboratory settings, and credit banks that will ensure that successful course work at a new college will always lead toward a degree.

131. (Ham, Michael W.) "Continuing Education and Communication." Iowa City, IA: American College Testing Program, 1976. (Mimeographed.)

Describes two new ACT programs: 1. the Course Locator Service, which helps identify courses for participants, match learner needs with course offerings, and avoid duplications of courses via an interactively-accessible computerized data base, and 2. the Continuing Education Registry, which is a centralized information system serving professional associations and individuals by keeping detailed records of continuing education activities, evaluating courses, and providing transcripts. Both programs are now entering the operational stage.

132. Hankin, Joseph N. "The Door That Never Closes." Community & Junior College Journal 44, 1 (August-September 1973): 8-9.

Describes adult education in community colleges. Long a sideline, adult education is growing in importance to community colleges, but has not yet been integrated. There is competition, duplication and confusion among agencies in a community. Cooperation is needed to train adult education teachers, satisfy consumer needs, gain institutional support. The trend is toward extension centers in unused facilities. College community relations need to be improved: the learners need more familiarity with the community college. Adult education ought to be part of the community service of the community college.

133. Harrington, Fred Harvey. "Continuing Professional Education: an Outside View." Continuum 41 (June 1977): 4-7.

Problems in professional continuing education:

1. new licensing laws push professionals into specific channels, not allowing them to broaden themselves through continuing education; this could be avoided by careful wording to encourage branching out;
2. failure to use extension professionals, but rather to redirect the efforts of faculty in professional schools: a waste;
3. failure to help the less advantaged by encouraging minorities in professions to get continuing education and by giving courses concerning social responsibility;
4. higher education has allowed professionals from outside to overly influence course content, etc.

Rapid improvement taking place, but need for planning, evaluation, cooperation, coordination, inter-disciplinary emphasis, and values clarification exists.

134. Harrington, Fred Harvey. The Future of Adult Education. San Francisco: Jossey-Bass, 1977.

Describes the current boom in adult education, combined with current perception that the education of older men and women is a marginal activity in colleges and universities; argues that this perception is mistaken, and gives evidence for argument. Discusses the problems faced by those desiring credit after the usual college age. External and extended degree programs are discussed. In the non-credit area, the author examines continuing professional education, liberal and leisure-time courses, cooperative extension, and urban and general extension activities. Special problems of service to the disadvantaged and administration of adult education activities are treated, including financial matters. Concludes that:

1. American colleges and universities must recognize that educating adults is one of their fundamental responsibilities.
2. Colleges and universities should welcome adult men and women as degree students, on and off campus, part and full-time in traditional and non-traditional programs; and

while protecting standards the institutions should make the adjustments necessary to accommodate this clientele.

3. Colleges and universities should expand and improve their noncredit offerings in continuing professional education and liberal education for adults; they should encourage Americans to make better use of leisure time; and they should not hesitate to become involved in problem-solving action programs.
4. To make their work with adults effective, colleges and universities must provide more help for the disadvantaged; must strengthen the organizational structure of their institutions and support the development of adult education as a special field of study; and must do what is possible to improve the financial situation.

135. Havighurst, Robert J. Developmental Tasks and Education. 3d ed. New York: David McKay Co., Inc., 1972.

Seminal work on developmental tasks in adulthood and their relation to education. Defines "the teachable moment," when conditions are favorable for learning certain material. Chapters treat developmental tasks of: infancy and early childhood, middle childhood, adolescence, early adulthood, middle age, later maturity. Schools have primary responsibility in certain areas, but other agents also involved. Some tasks universal; others culture-dependent. Stresses importance of accomplishing task at appropriate developmental period. Fine small volume includes most of the ideas on adult development later elaborated by others.

136. Havighurst, Robert J., and Albrecht, Ruth. Older People. New York: Longmans, Green, 1953.

Early, seminal study on attitudes toward older people and roles and adjustment of older people themselves. A baseline study of middle-American older people in the late 1940's together with an overview of the conditions of life for older people in the United States at that time. Basis of many later works.

137. Havighurst, Robert J., and Orr, Betty. Adult Education and Adult Needs. Chicago: Center for the Study of Liberal Education for Adults, 1956.

Identifies activities of daily life in order to develop adult education so as to help adults live better. Some basic ideas about adult development: adulthood not smooth sailing, but has transitions and developmental phases. Adults 40-70 studied. Five important growth dimensions: 1. valuing wisdom versus physical powers; 2. emotional expansion versus emotional constriction; 3. mental flexibility versus rigidity; 4. expansion of interests beyond work role; 5. body

transcendence versus body preoccupation. Developmental tasks of middle adulthood are identified. A survey of adult life in Kansas City is described to study performance on these tasks. Implications for adult education are drawn. Havighurst identifies areas of social need and areas of motivation. Where these overlap there is a favorable condition for adult education. Greatest problem in adult education is in changing attitudes toward education, now regarded as child's activity. Must make people aware of what they don't know they're missing.

138. Heffernan, James M.; Macy, Francis U.; and Vickers, Donn F. Educational Brokering, A New Service for Adult Learners. Syracuse, NY: The National Center for Educational Brokering, 1976.

Describes the experiences of people who have established and run educational brokering programs. Brokers are intermediaries who serve to help adult students find their way into and through the experience of postsecondary education. They offer counseling, instructional referral, and advocacy services. Their clients may be somewhat suspicious of formal educational institutions; they may be dependent; have unrealistic expectations of themselves, the agency, or the educational process; they may be hindered by traditional notions of education; they are probably concerned about a career and they may be anxious. Staff must be compatible, flexible, and people-oriented. Staff must combine diversity, continuity, and commitment. Operations are usually quite antihierarchical. Since all agencies are relatively new, a typical life history can be described, consisting of 5 phases from the think tank phase, through start-up, demonstration, bridge to new ways of operating and the operational phase where the agency must stand on its own financially. Relations with other institutions are extremely important. A neutral stance must be maintained among various options for learning services. Clients are reached through group contacts, mass media, and free and inexpensive means of communication, including the satisfied customer, who is the best advertisement. Financial problems are discussed in detail. A chapter on evaluation deals with problems and with the real need to know what satisfies a client. There is much growth going on in this kind of service at present.

139. Heffernan, James M. "A Synthesis of the Clearwater Conference for Directors of State Studies of Adult Education." n.p.: Postsecondary Education Convening Authority, 1976. (ED 122 146)

The conference included staff members from state and federal legislative offices and from state agencies, who had previously identified specific areas of concern, resources, and expertise. State studies on adult education needs were discussed. The present state of such studies was examined frankly, including why the studies are done, their methodology

and technique. Then ideas for broadening the perspectives for future studies were introduced: normative and public policy considerations, different techniques and indicators that might be used. Then, implementation of state studies was discussed in the framework of moving toward lifelong learning.

140. Hendrickson, Andrew, ed. A Manual on Planning Educational Programs for Older Adults. Tallahassee: Florida State University, 1973.
Presents the findings of three institutes on educational programs for older adults. Starting with background material on understanding the older adult and his/her problems: physiological, psychological, and sociological. The needs of the elderly are not very different from those of youth. A section concerns second career planning, including the advantages and and disadvantages of using older workers. Counseling and teaching the older adult gives an opportunity to disseminate a more optimistic point of view about aging. Learning is as important and possible in old age as earlier. Sensitivity to the problems of the aged such as difficulty with stairs, lack of visual and auditory acuity, will result in more satisfactory learning experiences. There is no reason to believe there is less diversity among the old than among any other age group in society. Practical programs must allow for this diversity and different resources will be used with different types of people.

141. Hesburgh, Theodore M., C.S.C.; Miller, Paul A.; and Wharton, Clifton R., Jr. Patterns for Lifelong Learning. San Francisco: Jossey-Bass Publishers, 1973.
A key work on lifelong learning, with emphasis on the university's role. Stresses the need to change the attitude that education is ever completed, that education is the same as schooling, and that the business of educators is formal schooling only. The public should have more choices for continuing education and more voice in its planning. At the same time we are beginning to think of de-emphasizing the importance of credentials, an upward-mobile group of less-advantaged students increasingly aspires to those credentials and this enigma must be dealt with. Conciliation between core education and continuing education needed to combine intellectual vigor with authenticity. "Education is one endeavor and it will have more coherence if those working in formal and informal education... plan and work together for a greater total and comprehensive educational impact on the people of this nation." Seven page bibliography of recent books and articles.

142. Hickey, Tom. "Continuing Education in Gerontology for Allied Health." Journal of Allied Health, Summer 1975 4, 3 (Summer 1975): 5-12.
Provides an academic perspective for continuing education in gerontology for allied health workers and sheds light on

some of the more theoretical issues which tend to envelop a research area when one tries to relate it to training and application. Continuing education in gerontology for allied health workers is important. Courses of this nature are not usually given in universities, but the author argues that they ought to be, in order to translate research into practice and to bring the practicality of the real world into the research institution.

143. Hiemstra, Roger. The Educative Community. Lincoln, NE: Professional Educators Publications, Inc., 1972.

Community school a center of community education, based on philosophy that learning is a continuous lifelong experience and need. History of community school given. Stresses changes in family structure in relation to community school. Importance of community coordination and cooperation treated. Processes for community change discussed. Financial basis carefully outlined. Role of the university in community education described and discussed.

144. Hiemstra, Roger. Lifelong Learning. Lincoln, NE: Professional Educators Publications, Inc., 1976.

Three forces for lifelong learning:

1. change;
2. occupational obsolescence; and
3. lifestyle and value change.

Innovative approaches to adult education are listed on pp. 9-10. Oriented toward teaching, teacher training, adult education, versus learning. Bibliographic references scattered after chapters.

145. Hiemstra, Roger. The Older Adult and Learning. Lincoln, NE: University of Nebraska (1975).

A variety of stereotypes about the elderly are being challenged. This project was designed to get a better understanding of the learning interests, activities, and obstacles of older adults, 55 years of age and older. After reviewing literature on inhibitors to learning, learning needs, learning activity, author concludes there is a great need for lifelong learning to facilitate adequate adjustment in later years. An interview methodology resembling that of A. Tough was used. Obstacles were identified; needs verified, and preferences noted. Twenty-two recommendations are made for improving education opportunities for older adults.

146. Hipple, Theodore W., ed. The Future of Education: 1975-2000. Pacific Palisades, CA: Goodyear Publishing Company, 1974.

Presents five essays on the future of education by leading educators. Allen suggests education ought to be cross-generational, reoriented more toward the non-traditional learner, and

focusing more on social service components, such as student involvement in social action projects. Hagivhurst predicts substantial growth in adult education between 1970 and 1985, with two similar but separate goals: career education, including in-service programs, continuing education courses, and flexibility involving the possibility of change in lifestyle. Hipple advocates education that is a valid and pleasant end in itself, rather than a means to some other end.

147. Hoppe, William A., ed. Policies and Practices in Evening Colleges, 1971. Metuchen, NJ: The Scarecrow Press, Inc., 1972.
Designed to assist institutions that are planning to organize an evening division or a division of continuing education, this publication can serve as a reference on admission policies, fees, faculty recruitment, scheduling, organizational structures, non-credit programs, found in extension divisions of community colleges, senior colleges, and universities of various sizes.

148. Houle, Cyril O. "The Changing Goals of Education in the Perspective of Lifelong Learning." International Review of Education 20, 4 (1974): 430-446.
Summarizes adult development and points out the relationship with adult education. Education is seen as a positive good; its goals to be viewed from the learner's viewpoint, rather than the educator's. Some phases of the life cycle are mentioned in relation to education. Lifelong education should be viewed from the perspective of adult development.

149. Houle, Cyril O. The Design of Education. San Francisco: Jossey-Bass, 1972.
Develops a concept of the adult education system so that adult education practice can be improved through analysis and planning. Adult education should be seen as a system in which the designer should be able to choose alternative processes in each case which best meet the requirements of the situation. In a learning situation, someone must design a learning experience. Using Houle's method, a design results which takes account of all the relevant elements. Constant evaluation feeds back into the design revision.

150. Houle, Cyril O. The Inquiring Mind. Madison, WI: The University of Wisconsin Press, 1961.
Classic work on adult learners. Identifies three motives for adult learning: goal-oriented, activity-oriented, and social-oriented.

151. Houle, Cyril O. The Public Library's Role in Non-Traditional Study. Washington, DC: ERIC Reports, 1974. (ED 098 993)
Examines the role of the public library in the network of providers of nontraditional education. The public library's

role has been perceived variously throughout its history. The full-service role has stressed something for everyone, including recreation and children's services. The elitist conception either sees the library as deliberately excluding certain people or as a result of circumstance attracting those who have achieved certain levels of education. The activist conception of the library is Houle's favorite. The library should take the initiative, be active in the improvement of the community. Several possible methods could be used in that kind of service: provider to independent student, or provider of generalized counseling for individuals or groups; multi-media learning center of group instruction, or guide to teachers or leaders in other programs of adult education. The key problem is not the potential of the library, it is the restrictive perception of the library and its functions by citizens and librarians. Important implications for library school curricula and continuing education programs are suggested.

152. Houle, Cyril O. Residential Continuing Education. Syracuse, NY: Syracuse University Press, 1971. (ED 053 377//)

Defines and gives the history of residential continuing education in Europe and America. Early European experiences showed how the physical facilities may affect the learning experience significantly. American patterns are somewhat different, but the concept is a residential center where one lives and studies in the center, with all the normal socially sanctioned processes of daily life designed to enhance learning, or lives in a facility not part of the study center, but closely enough related to it so that the intellectual and social relationships reinforce each other. University-based centers provide a major instrument for teaching adults, furnish important training locations for leaders of the adult education movement, and may serve as a focus for research in adult education.

153. Husén, Torsten. The Learning Society. London: Methuen, 1974.

A classic in the field of lifelong learning. Strongly differentiates between schooling and education. Describes role of teacher as facilitator. Rejects idea of education as preparation for life. Learning begins at birth and continues until death. Believes school will continue to play a dominant role. Challenges the trend toward increased credentialing. Public elementary education became universal in Western Europe only 100 years ago; Husén questions further development of this trend. Looks at probable future world and suggests education for and in it differ from that of the past 100 years.

154. Illich, Ivan. De-Schooling Society. New York: Harper & Row, 1971.

Advocates doing away with compulsory schooling. Describes the development of compulsory schools and their institutionalization of functions people could perform for themselves. Dependence on the schools has weakened people's ability to plan

and carry out their own educational experiences. The emphasis on credentials and degrees binds people to a form of political life which is unnecessary and undesirable. A truly good educational system would be free of institutional compulsions and would instead facilitate use of resources at any time, for any amount, by any person; would allow people to put together resources in unlimited combinations. Suggests that the manipulative nature of compulsory schooling is based on the idea that one man has the right to oblige another to do something "for his own good."

155. Indian Journal of Adult Education. monthly. New Delhi, India: Indian Adult Education Association, 1939-

Monthly publication of the Indian Adult Education Association. Scholarly international articles. Book reviews.

156. Indiana University. "Suggestions and Reminders for Institute Trainers Teaching the Indiana Plan." Bloomington, IN: Indiana University, n.d.

Three goals of the Indiana Plan are: to stimulate adults to recognize that some of their religious education needs can be met through educational programs in which they share responsibility and explore their relationships with God, other persons, and themselves; to assist lay people to accept a share of responsibility for their own education; and to encourage people to use their religious education opportunities. This document is designed to provide a starting point for orientation of institute staff members. It describes the steps in the Plan and how they are implemented.

157. International Labour Office. Thesaurus of Descriptors Used for Information Processing in the ILO Library. Geneva: International Labour Office, 1976.

Descriptors are arranged by subject fields, including a numerical classification system.

158. Johnson, E. A. "A Taxonomy for Adult Educators in Florida." Sanford, FL: n.p., 1977.

This paper is built on the premise that adult educators need to recognize the urgency to adopt a common terminology for communication. It uses lifelong learning as its basic term; it includes both adult education and continuing education. There are four major categories: adult developmental education; continuing professional education; community service education; and continuing occupational education. The author suggests that this terminology and schematic may provide a means for easier communication within the profession and with the adult student.

159. Johnstone, John W. C., and Rivera, Ramon J. Volunteers for Learning. Chicago: Aldine Publishing Company, 1965.

Reports on a survey of American adults' learning experiences; reviews the extent and nature of adult participation in continuing education. A survey of American families was made in 1962 under the direction of the National Opinion Research Center. Categories were established for subject matter, methods, sponsors, participant characteristics, reasons for taking courses, impacts, attitudes, community characteristics, institutions. Summary of findings: 25 million Americans were participants, 12% took academic subjects; more preferred vocational and recreational courses. On their own, people studied home and family life, language, music, and gardening; they preferred to be outside classrooms. Older adults preferred a formal learning method; the poor preferred a more informal method. Younger, better educated people took more courses; people start adult education activities early in adult life. Goals vary with life phase and because of sex. People expressed satisfaction with their learning; many expressed an interest in learning something. Knowledge about providers was inconsistent: people knew where to go to learn skills, but not more sophisticated subject matter. Barriers which were important were: finances, time, and energy. Predicts a coming explosing in adult education, with increased demand for leisure time courses.

160. Jones, Clara S. Reflections on Library Service to the Disadvantaged. Chicago: Office for Library Service to the Disadvantaged, 1974. (ED 098 912)

Promotes service to the disadvantaged; not reading guidance but information and referral concerning the life needs of the patron. Libraries do not give adequate service, Jones says. They must consider themselves as information centers. Example of Detroit Public Library's TIP program is given. Working with social agencies, library helps patrons find information and refers them to appropriate agencies for help.

161. Journal of Continuing Education in Nursing. bi-monthly. Thorofare, NJ: 1971-

Scholarly and practical articles on continuing education in nursing.

162. Kaplan, Anne C., and Veri, Clive C. The Continuing Education Unit. DeKalb, IL: ERIC Clearinghouse in Career Education, 1974. (ED 094 213)

ERIC Abstract: Consolidates and summarizes the literature on development and initial use of the CEU. Section 1 discusses need for legitimization of an individual's participation in non-credit programs. Section 2 presents a brief history of the CEU; Section 3 interprets the definition. Various applications of the CEU and how it is to be cited in record systems are discussed

in the next two sections. The final section of the narrative portion of the document presents three areas of potential controversy and confusion over the CEU. (Most of the literature has been by supporters; criticism may come in 3 areas: 1. should the CEU be granted for certain kinds of activities: confusion for the sponsor; 2. relationship to academic credit; 3. quality control.) Appendix has four sections: National Planning Committee and National Task Force on the CEU; examples of reporting procedures; HEGIS discipline sectors; annotated bibliography of ERIC citations on the CEU.

153. Karwin, Thomas J. Flying a Learning Center. Berkeley, CA: The Carnegie Commission on Higher Education, 1973.

Sets forth some specifications for a learning center where people in urban areas could have access to independent instruction at the postsecondary level. A learning center is a special facility designed to make available to part-time students the people and things necessary to their education. Physical design of the facility is the main concern of this publication, because designing the space will allow the operators of the center to be imaginative in their programming. The satellite learning center would not be a mini-campus. It is a base for guided individual study, geared to go especially well with mini-courses or learning modules. Facilities would include microfiche readers, video cassettes, computer terminals, and desk-top computers. Administration would be through the main campus; problems of transporting resources like library materials are discussed. Space and equipment needs are given in detail. The learning center is presented as the optimal approach for extending the availability of postsecondary educational programs. The implementation of this concept may be a logical step toward the ultimate diffusion of learning opportunities to all people in all places at all times.

164. Keeton, Morris T., and Associates. Experiential Learning. San Francisco: Jossey-Bass, 1976.

Presents a case for learning outside formal schooling and the credentialing of such learning. Arising from the Commission on Non-Traditional Study, the Cooperative Assessment of Experiential Learning (CAEL) was formed to develop sound assessment and credentialing practices and standards. These commissioned papers represent the thinking of educators about experiential learning. Describes how present condition arose: the need for credentials for experiential learning to the disadvantaged, and philosophical questions. Analyzes experiential learning: relationship of information processing; need to clarify objectives, potential effect upon higher education institutions and on the conduct of education, and effect of costs and cost-effectiveness procedures. Addresses questions of assessment.

165. Kempfer, Homer. "Accrediting Continuing Education." Adult Leadership 24, 1 (May 1975): 348, 350-351.

Describes the work and function of the Continuing Education Council, whose purpose is to improve continuing education through accreditation. Need for accreditation of non-credit courses exists for many reasons, such as justification for credentials or to qualify legally for certain things. Sponsors may apply to the Council to have their courses accredited.

166. Kidd, J. Roby. Financing Continuing Education. New York: Scarecrow, 1962.

A key work of early date on financing. Written at a time when arguments for adult education were still necessary to change popular attitudes, but when advanced thinkers realized that there would be a boom in adult education in the near future. Purpose: to collect and organize what has been said or done about financing continuing education; consider experience from other fields of work and other countries that may be relevant to the subject; ask questions or state hypotheses which may be tested.

167. Kimmel, Douglas C. Adulthood and Aging. New York: John Wiley & Sons, 1974.

Applies the developmental approach as a framework for viewing adult years; brings an interdisciplinary perspective to the study of adult development and gives case histories as examples of this method. Developmental theory and research are discussed, and various theories are outlined. Difficulties of cross-sectional studies are explained as methodological problem in developmental work. Psychosocial processes of development are associated with stability and change throughout life. Young adulthood receives special treatment. Sexual differences in development are highlighted in the interaction of the inner, physiological environment, the social, cultural environment, and the psychological development. Single or family life received attention, as does work life. Personality and psychopathology are discussed. Aging and its many aspects is a major theme. Throughout the chapters are the interludes of case studies, illustrating the points made in the theoretical material. The life cycle is not complete until dying and bereavement are considered. The author advocates education for aging, so the young can prepare for their aging process.

168. Kleis, Russell J. Bibliography on Continuing Education. East Lansing, MI: Michigan State University, 1972. (ED 078 242)

Organized into twelve sections, arranged around themes of courses taught in the program of graduate studies in continuing education at Michigan State University. The sections are: General Overview of Continuing Education; Social Foundations and Social Significance; Continuing Education in Colleges and Universities; Continuing Education in Local Communities;

Continuing Education for Special Groups; Comparative Studies in Continuing Education; Physical Environment for Learning; Bibliographies, Literature Reviews, and Research; Special Series Publications and Periodicals.

169. Kleis, Russell J., et al. Toward a Contextual Definition of Non Formal Education. n.p.: n.d.

Nonformal education is defined by distinguishing it from incidental and informal and formal education. "Nonformal education is any intentional and systematic educational enterprise (usually outside of traditional schooling) in which content, media, time units, admission criteria, staff, facilities and other system components are selected and/or adapted for particular students, populations or situations in order to maximize attainment of the learning mission and minimize maintenance constraints of the system."

170. Klevins, Chester, ed. Materials and Methods in Continuing Education. New York: Klevens Publications, 1976.

Fifty-two articles in seven major areas of adult and continuing education: background; program development, curriculum development; the teaching-learning process; aids to learning; and staff development. The articles are oriented practically, toward the practitioner--the subjects for the volume were chosen by surveying practitioners about what they wanted to have included. Outstanding authors have contributed to this potpourri of adult education in 1976.

171. (Knight, Donna.) The Nonformal Educational Sector: Nature, Significance, Implications. (Mimeographed draft, 1976.)

Describes formal, nonformal, and informal sectors of education and points out that formal sector constitutes a small part of the adult education system. Advocates new policies which focus on how learning takes place, at what time in life, in what sort of environment, and who should receive what kind of education, when and where. Lifelong learning is an expanding concept due to demographic trends, resource scarcity, and a de-emphasis on formal schooling. Advocates brokering as a way of bringing people together with learning resources and opportunities.

172. Knight, Donna. Lifelong Learning in Minnesota: Post-Secondary Educational Alternatives for Mature Students. n.p.: 1975.

Surveys the character and extent of educational alternatives offered by Minnesota's state universities, community colleges, AVTI's, and the University of Minnesota, which are available to people whose formal post-secondary education was postponed or interrupted. The emphasis is on undergraduate credit-bearing learning experiences which were designed for or appeal to people over 25. Changes must be made in

postsecondary institutions so they may respond to the "natural evolution" of society. Knight urges better direction at state and regional levels to coordinate institutional efforts.

173. Knowles, Malcolm. The Adult Learner: A Neglected Species, Houston: Gulf Publishing Company, 1973.

Presents theories of learning and teaching as they relate to human resources development. This is a serious study of learning theories in a search for an understanding of how the adult learns and for a way to facilitate that learning. Theories are sought from among those based on studies of animals and children, and from those based on studies of adults. Introduces the concept of andragogy: the teaching of adults. Theories of teaching are examined and concepts of teaching derived from them. Knowles introduces his seven-step process of human resources development (facilitating learning).

174. Knowles, Malcolm S. The Modern Practice of Adult Education -- Andragogy Versus Pedagogy. New York: Association Press, 1970.

A practical guide for planning and operating adult education programs, this book also explores a comprehensive theory underlying the practice of adult education. Adult educators are defined broadly as those who have some responsibility for helping adults learn, by helping them diagnose their needs, plan a series of learning experiences, create optimal learning conditions, select effective methods and techniques, provide human and material resources, and evaluate outcomes. Knowles uses the term andragogy to differentiate the teaching of adults from the teaching of children. He describes seven phases in the adult education process, detailing activities specific to each in such detail as to be extremely useful to practitioners.

175. Knowles, Malcolm. Self-directed Learning; a Guide for Learners and Teachers. New York: Association Press, 1975.

Designed to be used by learners and teachers, preferably together. For each, suggests ways to set a learning climate, diagnose needs for learning, design a learning plan. Investigates the philosophy of self-directed learning. Included are certain "Learning Resources" which may be used to help the learner with projects. Many are self-rating instruments designed to evaluate learning or diagnose learning needs. Included are a sample learning contract, relationship-building exercises, material on setting objectives and on questioning strategies and techniques, an article on reading a book proactively, and samples of rating scales.

176. Knox, Alan B. Adult Development and Learning. San Francisco: Jossey-Bass, 1977.

Advocates an adult development perspective as a holistic way of looking at and coping with adulthood, both in respect to

one's own life and to helping others as a practitioner of some helping profession. Thorough work relating concepts of adult education and adult development. Consolidates current knowledge of adult development and learning and points out implications for action by practitioners in various professional fields. Comprehensive bibliography (65 pp.).

177. Knox, Alan B.; Elliott, Paul H.; Grayson, Thomas E.; and Green, Joseph S. Computer-Based Educational Counseling of Adults. Urbana-Champaign: University of Illinois College of Education, 1974.

Abstracts of papers, books, documents, and journal articles on computer-based educational counseling of adults, 1946-1973.

178. Knox, Alan B., and Woods, John L. "Data Element Dictionary for a University Continuing Education and Public Service Management Information System." Champaign, IL: University of Illinois Office of Continuing Education and Public Service, 1974.

Designed to assist those filling out activity reports in the University of Illinois Management Information System, this document constitutes an explanation of the parameters of that system. Categories are similar to Handbook descriptors: Outcomes, Content, Activity, Participants, Resource Persons, Finance, Location and Facilities.

179. Kohlberg, Lawrence, and Mayer, Rochelle. "Development as the Aim of Education." Harvard Educational Review 42 (November 1972): 449-496.

Importance of a philosophical position is stressed. Philosophical questions involve asking about the meaning of certain goals long taken for granted in education. The progressive educational ideology is contrasted with the romantic and cultural transmission schools of thought, with respect to underlying psychological, epistemological, and ethical assumptions. Two value theory problems are discussed: that of value-relativity and that of what is versus what ought to be. The authors favor the progressive approach because it stems from non-arbitrary philosophical assumptions. The most viable educational philosophy is one that suggests the aim of the schools should be the stimulation of human development.

180. Kulich, Jindra. Adult Education in Continental Europe: an Annotated Bibliography of English Language Materials, 1945-1969. (Also 1970-1974.) Vancouver, BC: University of British Columbia, 1970 (1975.). (ED 057 321; 117 444)

A comprehensive treatment of European adult education literature. The most complete reference in this area.

181. Kurland, Norman D. Entitlement Studies: NIE Papers in Education and Work, No. 4. Washington, DC: Government Printing Office, 1977.

Examines entitlement concept from a variety of perspectives. Several models are presented, which are based on extension of career development opportunities throughout the work life of individuals, on provision of learning opportunities of all kinds throughout life, and on targeting entitlements on persons with low previous levels of education and low income. Also included are papers on financial problems, non-quantifiable aspects, economic aspects of the interrelations of education, work and economic development; and political perspectives.

132. Kurland, Norman D. Financing Lifelong Education. Albany, NY: University of New York State Education Department, 1975. (ED 113 456)

Summary of proposals for student aid and report on a meeting which identified major issues in entitlement. Arguments for entitlement are: furthering of equity, including opportunities for the less-educated, the aging and the disadvantaged. Suggestions for specific ways of operating an entitlement program are made.

133. Kurland, Norman D. "Lifelong Learning in the Public Interest." Opening remarks prepared for the Conference on Lifelong Learning in the Public Interest, Racine, Wisconsin, 21 October, 1976.

Opening address, Conference on Lifelong Learning at Wingspread, October 1976. Lifelong learning is the fastest-growing sector in American education. Adults have educational needs for functional competency, economic independence, individual growth, and for coping with change in the family and community. Americans are a nation of learners and the need to learn continues throughout life. Urges adult educators to accept lifelong learning framework.

134. Kurland, Norman D. "A National Strategy for Lifelong Learning." Washington, DC: Institute for Educational Leadership - Postsecondary Education Convening Authority, October 1976. (ED 132 951)

Remarks to the Dialogue on Lifelong Learning, October 18, 1976. Urges adult educators to develop a national strategy for lifelong learning, emphasizing the entire life span and the initiatives individuals take in carrying out learning projects. Objectives of such a strategy could be:

1. Equality
2. Clearer relation of education and work
3. Achieving a common set of values
4. New motivations for students, through easing of transition in and out of schooling

Suggests certain problems to be overcome and advocates a national policy for lifelong learning, including federal funding.

135. LaForest, James R. A Model for Program Planning in Adult Education. Atlanta: Southern Regional Education Board, 1973.

Advocates a systems approach for planning adult basic education programs. Nine steps are identified: develop program, quantify operating parameters, identify program needs, promote programs, apply enrollment procedures, plan and conduct program, recruit and select faculty, train faculty, and conduct evaluation. A model is offered which can describe any program and simulation is proposed as a way of pre-testing potential programs. One program is identified as an example and the steps are outlined carefully, clearly showing how the model can be applied. Model use gives cost-effectiveness data, identifies relationships affecting input/output, and organizes planning functions.

186. Lasker, Harry M., and de Windt, Cynthia. Implications of Ego Stage for Adult Education reprinted in A Synthesis of Research and Theory on Adult Development: its Implications for Adult Learning and Post-secondary Education by Rita Weathersby. (Cambridge, MA: Harvard University Graduate School of Education, 1976.)

A table identifies stages of adult ego development and draws implications for adult education at each stage.

187. Leagans, J. Paul; Copeland, Harlan G.; and Kaiser, Gertrude E. Selected Concepts from Educational Psychology and Adult Education for Extension and Continuing Educators. Syracuse, NY: Syracuse University, November 1971. (Notes and Essays 71) (ED 054 449)

This document is divided into three parts. Part I, "Concepts and the Teaching-learning Process," explores ways that would be effective in developing professional competence of extension agents and other adult educators working in the field and those preparing for it. Part II, "Concepts in Educational Psychology," synthesizes the results of an analysis of the body of current psychological literature. Part III, "Concepts in Adult Education," attempts to: (1) identify concepts in adult education that are considered relevant to the role of extension educators, and (2) provide a framework for either selecting concepts to use in teaching or developing an understanding of concepts. Three major sources were used in the identification of concepts: literature of the field, specialists in adult education, and experiences of the authors. The identified concepts were then subjected to a screening process designed to limit their number. For example, the general concept "adult learner" was considered to include the more specific concept of "developmental tasks." The relevance of general concepts to the role of extension personnel was determined by screening them through a role model. (Eric Abstract)

188. Lee, Arthur M. "The Status of Vocational Education in the United States." Journal of Research and Development in Education VII (1974): 18-28.

Vocational education has high status, partly due to the variety of programs, the range of occupations available and the important link between school and work. Problems include: financial support, duplication and overlap with manpower programs, teacher shortage, and difficulties in data collection, assessment, and accounting.

189. Leete, Burt A., and Loeb, Stephen E. "Continuing Legal Education - Should it be Compulsory?" Journal of Legal Education 27 (1975): 110-115.
Although continuing legal education is available, there are no requirements for it. Authors surveyed 400 attorneys and found no consensus on mandatory continuing education.

190. Leichter, Hope Jensen, ed. The Family as Educator. New York: Teachers College Press, 1974.
Points out the importance of the family as an educator. Lack of research in this area. 1973 Symposium at National Academy of Education began work on this book. Particular socialization patterns passed on through family educational system; role of specific family members (viz. Margaret Mead on grandmother role) is mentioned. Work on the family in historical and economic research mentioned. Intervention strategies reviewed. Suggestions for research given. Family is an arena in which virtually the entire range of human experience can take place. Preponderance of literature has stressed nuclear family in urban environment. Beginnings of new research noted.

191. Lenning, Oscar T. "Adult Students at Two-Year Colleges: A Longitudinal Study." Boulder: NCHEMS at WICHE, 1976.
Older students have as many needs as younger ones, have a harder time adjusting and more work and family pressures, but request less help from counselors. The group is varied: homemakers, veterans, disadvantaged. Present typical student is white, and well-off. Many new kinds of adult students will be entering the system and new needs will have an effect on services.

192. Lenning, Oscar T.; Lee, Yong S.; Micek, Sidney S.; and Service, Allan L. "A Structure for the Outcomes of Postsecondary Education." Boulder: NCHEMS at WICHE, 1977.
Proposes a structure and a common language for the outcomes of postsecondary education. Develops a set of coherent and widely accepted outcome constructs that describe what an "educational outcome" is, and, based on these constructs, develops a system for organizing outcomes information for classification, analysis, and decision making. Six characteristics of "outcomes" are: form, change-status, focus, neutrality, measurability, and output/impact. Five outside factors are: Producer/Facilitator, Audience, Intended/Unintended, Functional Area, and Time. Three dimensions of the structure are Audience, Type of Outcome and Time. Outcomes can be classified in the three-dimensional structure.

193. Levinson, D. J.; Darrow, C. M.; Klein, E. B.; Levinson, M. H.; and McKee, B. "Periods in the Adult Development of Men: Ages 18 to 45." Counseling Psychologist 6 (1976): 21-25
States a theory of psychosocial periods in the development of men from the end of adolescence to the middle 40's. Using 40 adult males, and a biographical methodology, life periods were identified as follows: Leaving the Family (16-24); Getting into the Adult

World (20-29); Age 30 Transition (28-32); Settling Down (30-41); Mid-Life Transition (39-46); Restabilization (mid-40's). Each period is characterized by certain developmental tasks; the periods alternate between relative stability and transitions. Certain important concepts are developed: the Dream; the concept of an embracing sociopsychological theory, independent of culture.

194. Leypoldt, Martha M. 40 Ways to Learn in Groups. Valley Forge, PA: Judson Press, 1967.
An excellent description of group learning methods, including details of how to set up each method/technique; what objectives are best served by each.

195. Lindeman, Eduard C. The Meaning of Adult Education. Montreal: Harvest House, 1961. (1926)
Although it antedates our chosen time period, this definitive work on adult education was written by the great student of humanity whose own formal education began at the age of 21, after twelve years of experience in the working world. Influenced by the Danish Volkshochschulen, he envisioned a system of education which continues so long as life lasts. Espoused the belief that education is life, not a mere preparation for an unknown kind of future living; that it revolves about non-vocational ideals, that it ought to be taught situationally, rather than in terms of subjects, and that the learner's experience is the resource of highest value. Relates the idea of democratic education to social action.

196. Linton, Corinne B. "Lifelong Education: One Health-Care Institution's Approach." Journal of Allied Health, Spring 1976 5, 2 (Spring 1976): 36-41.
Describes a program of continuing education at Huntsville Hospital which includes a hospital-based junior college linkage program; cooperation with professional associations; a university-hospital consortium; a speakers' program based on cooperation with a community health agency; a competency-based modular nurse internship; and a monthly calendar of continuing education activities. These opportunities foster a feeling of job satisfaction among hospital staff and enable the hospital to achieve its goal of providing quality patient care.

197. Literacy Discussion. quarterly. Tehran, Iran: International Institute for Adult Literacy Methods, 1970-
International quarterly on adult basic education. Scholarly articles, book reviews.

198. Liveright, A. A. Adult Education in Colleges and Universities. Chicago: Center for the Study of Liberal Education of Adults, 1960.
Classic work in this field, by pioneer adult educator. Cycle of extension division development described.

199. Long, Huey B. Adult Education in Church and Synagogue: A Review of Selected Recent Literature. Syracuse, NY: ERIC Clearinghouse on Adult Education, 1973. (Occasional Papers 37.) (ED 083 407)

Synthesizes current literature on adult education in churches and synagogues. Examines history, participants, concepts, definitions and objectives, programming, personnel, and instructional techniques in adult education in religious institutions. Concludes that churches and synagogues have great potential educational contact, but still have great needs and problems to solve.

200. Long, Huey B. "Lifelong Learning: Pressures for Acceptance." Journal of Research and Development in Education 7 (Summer 1974): 2-12. (Lifelong Learning Issue, ed. by Huey B. Long.)

Long's thesis is that there are three pressures for the acceptance of lifelong learning:

1. Learning is a basic human need which extends over the human's lifetime, and is reflected in the human competency to change both self and the environment -- need to adjust to change and to make such adjustment so as to enhance oneself in some way, i.e., to become self-actualized.
2. Social and technological developments which require new concepts, skills, tools, and knowledge, and which cannot be met through preparatory education.
3. Institutional philosophy that "education is a good that:
   a. provides a liberalizing kind of freedom;
   b. contributes to social mobility and practical requirements to maintain educational organizations through:
      (1) enrollment of new segments of the population, and
      (2) retention of current enrollees."

Threats to the concept of lifelong learning:

1. tendency to equate learning, education, and schooling; and
2. implications for changes in educational thought and practice.

201. Long, Huey B. "Publication Activity of Selected Professors of Adult Education." Adult Education 27 (Spring 1977): 173-186.

Surveyed publications of professors of adult education. Journals were most-used mode (40.1%), books, monographs, and chapters, 20.7%. Professors' output similar to those in other fields. AEA is an important publisher, as is Syracuse University.

202. Lord, Charles B. "A Classification System for Continuing Education Programs." Adult Leadership 20 (April 1972): 357-359.

Describes a system for classifying the content of continuing education programs at the University of Georgia. Derived from the University's five areas of commitment through continuing education. Used in classifying program content.

200

203. Loring, Rosalind K., and Otto, Herbert A. New Life Options. New York: McGraw-Hill, 1976.

The "working woman's resource book," this volume presents material of assistance to women in dealing with the increased number of options they have in their lives. Discusses values, what happens when women work; juggling home and career; finding a job; managing various options; and the legal, financial and political implications of those options. Retirement is also studied. There is an extensive bibliography.

204. Lowenthal, Marjorie Fiske; Thurnher, Majda; Chiriboga, David, and Associates. Four Stages of Life. San Francisco: Jossey-Bass, 1975.

Series of intensive interviews yielded information about adult development, particularly at pre-transitional points. Young men were more involved in complex life styles, whereas middle-aged women became increasingly involved outside the home, and more dissatisfied with their roles and spouses. Older women finally arrived at a sense of satisfaction with self. Except for the youngest group, complexity, intellectual, and growth-type goals tended to result in less satisfaction with life. Categories of stress were of interest: for men, work-related problems were most critical; for women, stress was in their personal lives. Buffers against stress were interpersonal resources and intrapersonal factors. Changes in values occur throughout life. Happiest older men were those who valued ease and contentment, rather than any expansive goal - a sad commentary on prevailing cultural norms, according to the authors. Family centeredness was a dominant theme. Young women followed conventional patterns, rebelled in middle age. Policy implications are drawn: growing cohorts of retired persons. Current cultural patterns result in waste of human resources.

205. Lumsden, D. Barry. "Programed Instruction: Buyer Beware!" Journal of Reading 19, 1 (October 1975): 52-54.

Warns reading teachers about untested programmed instructional materials. Field-tested several programmed texts and found them not useful in teaching reading to Adult Basic Education students. Suggests teachers demand materials be field-tested before they buy them.

206. Lyman, Helen Huguenor. Library Materials in Service to the Adult New Reader. Chicago: American Library Association, 1973.

Report of a project on developing standards for reading materials to encourage new adult readers. Elements studied were: new readers and their characteristics, and desirable criteria in reading materials for new readers. A usable set of criteria emerged as a checklist for analysis of materials and was tested by libraries.

207. McCluskey, Howard Y. "The Coming of Age of Lifelong Learning." Journal of Research and Development in Education 7 (Summer 1974): 97-107. (Lifelong Learning Issue, ed. by Huey B. Long.)

Three main points of this article:

1. Lifelong learning will more and more become a necessary condition for lifelong living, as evidenced by:

a. increase of non-work (leisure) time available to workers, with a substantial portion devoted to learning activities;
b. rising levels of formal education among adult population, giving an expanding clientele for adult education;
c. impact of profound change which requires continuous transformation in all aspects of life; and,
d. continued learning ability of individuals in later adult years, and perhaps, an improved learning ability in some areas.

2. Importance of lifelong learning for children and youth as well as for adults (essence of education paymente concept) and implications for K-12 schooling.
3. Need for a comprehensive system, with interrelated parts, to support lifelong learning (note: the Land Grant State University-System may serve as a model).

208. McElreath, Mark P. "Developing A Strategy for Adult Education Via Mass Media." Adult Education 25, 1 (1974): 23-33.

Research was carried out to determine how most effectively to present material to adults over television. Nationally known personalities and extensive advertising captures a substantial part of the audience; improved effectiveness resulted from the opportunity to call in and talk to volunteers for questions and referrals.

209. MacKenzie, Norman; Postgate, Richmond; and Scupham, John. Open Learning. Paris: UNESCO, 1975.

Work was designed to set up a checklist of operational questions which arise in setting up and operating open learning systems and to provide case histories of activities throughout the world. Open learning is defined as a new concept of education: nontraditional in the sense used by the Commission on Nontraditional Study. Section 1: Perspectives on open learning: noble institutions (prestigious, academic, traditional) versus less noble (lower status, vocational). Innovation and planning influenced by fear of seeming radical, conservatism triumphs. Section 2: problems and practices: students, research, methods, curriculum. Questions of economic and educational effectiveness raised; in open learning, students usually do not attend school full time; continue to contribute to the economy while learning. Planners: look at long-range purposes, national conditions before designing systems. Major part of work consists of descriptions of programs in Australia, Canada, France, Germany, Iran, Israel, Japan, Kenya, Lebanon, Poland, USSR, UK, USA.

210. MacKenzie, Ossian, and Christensen, Edward L., eds. The Changing World of Correspondence Study: International Readings. University Park, PA: Pennsylvania State University Press, 1971.

Highly interesting set of forty-eight readings, 1883 to 1969, from all parts of the world on every aspect of correspondence teaching. Includes very early efforts, historical development

of the method, specific problems, technological aspects, philosophy, and specific developments in 12 countries, giving a state of the art at the end of the 1960's.

211. MacKenzie, Ossian; Christenssen, Edward L.; and Rigby, Paul H. Correspondence Instruction in the U.S. New York: McGraw-Hill, 1968.
Sponsored by the Carnegie Corporation, studies history, current status, and future potential of correspondence instruction in the U.S. Diversity of use of correspondence instruction noted. Definition: correspondence instruction: requires interaction between student and instructing institution. Admissions practices almost non-existent; dropout rates high. Courses vary from very high to very low quality, but generally not high. However, criticism not of correspondence method per se, but of material being offered. Severe problem is lack of resources, but there is also much duplication. Lack of cooperation among providers noted. More research needed; correspondence instruction ignored in schools of education. Although correspondence as a method is non-traditional, providers tended to be conservative in its application. Accreditation lacks uniform standards; agencies include NUEA, National Home Study Council, and CASE, which evaluated service experiences. Two testing services: GED and CEEB, also validate correspondence education by testing level of knowledge and granting credentials. Existence of fraudulent schools and diploma mills noted; regulations needed.

212. McLuhan, Marshall. Understanding Media. New York: McGraw-Hill, 1964.
Now classic work on differences between printed and non-print media, especially the cool media: tv, film, their effects, perceptions, and uses.

213. Mangum, Garth L., and Walsh, John. "A Decade of Manpower Training." Manpower 5, 4 (April 1973): 20-26.
Suggests that long-range career education should be more important than just trying to get the person back into the labor force as quickly as possible. Training prepares people for jobs; doesn't create jobs. Summarizes gains made by MDTA programs.

214. Marien, Michael. Beyond the Carnegie Commission. Syracuse: Educational Policy Research Corp., 1972. (ED 071 576)
Advocates "Space/Time-Preference" (S/T-P) learning opportunities, where students decide when and where they will learn. Problems and possibilities: non-credit learning, organizational structure, new technology, accreditation, personnel, articulation. Six possible systems are sketched: Extended Campus; Extended Credit; Variegated Extended Credit; Learner Centered; Diminished Campus, and Empty Campus. Bibliography.

215. "Marland on Career Education." Urban Review 5 (June 1972): 3-4
1. Career education will be part of the curriculum for all students.

2. It will continue throughout a youngster's stay in school, from 1-12 and beyond.
3. Every student leaving school will possess the skills necessary to give him a start in making a livelihood for himself and his family, even if he leaves before completing high school.

216. Mass Education: Studies in Adult Education and Teaching by Correspondence in Some Developing Countries. Ed. by Lars-Olof Edström; Renée Erdos; and Roy Prosser. Stockholm: Almqvist and Wiksell, 1970.

There are three sections, including twenty-one chapters on various aspects of adult education. Correspondence study is emphasized, including its history, training for adult educators, problems of two-way communication, and particular applications in developing countries, particularly East Africa. The importance of adult education in community development is stressed and methods including radio and tv as well as correspondence are discussed. Training of adult educators in East Africa is also treated. This is one of the few books on correspondence education and is based in part on two seminars on the subject held in Sweden in 1967 and 1968.

217. Medsker, Leland; Edelstein, Stewart; Kreplin, Hannah; Ruyle, Janet; and Shea, John. Extending Opportunities for a College Degree: Practices, Problems, and Potentials. Berkeley, CA: Center for Research and Development in Higher Education, 1975.

Examines history, philosophy and practice of extended degree programs. Looks at students, resources -- staff and financial -- planning; curricula; modes of instruction; guidelines for implementing programs; and consequences of external degree opportunities. Bibliography of about 50 references.

218. Mezirow, Jack, et al. Last Gamble on Education. Washington, DC: Adult Education Association of the U.S.A., 1975. (ED 112 119)

Develops a qualitative picture of adult basic education in the U.S. based on a participant-observer methodology. After deriving categories from extensive observation, surveyed adult educators to verify data obatined qualitatively. The thesis is that education is a gamble for many who don't know what there is to be won or whether they can win it. As many as 3,000,000 adults are involved in adult basic education. Authors describe adult basic education classroom dynamics, students, teachers and counselors, paraprofessionals, directors, and promotional activities. They strongly support the hiring of professionally trained adult educators as full-time directors of adult basic education programs.

219. Micek, Sidney S.; Service, Allan L.; and Lee, Yong S. Outcome Measures and Procedures Manual Field Review Edition. Boulder: NCHEMS at WICHE, 1975. (ED 115 142)

Presents lists of outcome measures identified by institutional decision makers, with standard definitions and procedures for

collection of relevant data. Three areas of measures are: student growth and development, new knowledge and art forms, and community impact. Advocates outcome-oriented planning.

220. Milligan, Angela. "Health Education Consortium: A Shared Approach to In-service and Continuing Education." The Journal of Continuing Education in Nursing 7, 3 (1976): 42-44.

Health care facilities have long neglected the necessary task of continuing the education of their employees. Especially deficient have been rural hospitals. The consortium arrangement allows these hospitals to pool their resources and provide continuing education programs of quality for all employees. This kind of arrangement is also cost effective because, through a consortium, a relevant high quality educational program can be provided which eventually improves patient care.

221. Minnesota State Planning Agency. Alternatives for Lifelong Learning in Minnesota: The Non-formal Educational Sector. n.p.: Minnesota State Planning Agency, 1976.

Survey of participants and available educational programs undertaken in the State of Minnesota. Concluded there was a lack of programs in rural areas, in personal development courses, and in jobs other than management and professional. Most opportunities in the non-formal sector were free or of nominal cost; traditional instructional methods were most prevalent, and a communication network is in existence, although more networking was needed. Health professionals have best integration and articulation of formal, non-formal and informal education. General record-keeping was not careful. Opportunities were clustered in St. Cloud and the Twin Cities. Non-formal educational providers should have a bigger voice in educational planning for adults.

222. Moltke, Konrad von, and Schneevoigt, Norbert. Educational Leaves for Employees: European Experience for American Consideration. San Francisco: Jossey-Bass, 1977.

Although American education has led in provision of classroom opportunities for adults, European nations pioneered with the Open University in 1971 and continental nations have led in the financing of leaves for adults to take advantage of educational opportunities. Developments in France, Germany, Italy, Sweden, Austria, Belgium, the Netherlands, Norway and the United Kingdom are examined in detail and problems arising from these educational leave systems are discussed in this report sponsored by the Carnegie Council on Policy Studies in Higher Education.

223. Monette, Maurice L. "The Concept of Educational Need: an Analysis of Selected Literature." Adult Education 27 (Winter 1977): 116-127.

Defines educational need in terms of basic human needs, felt needs, expressed needs, normative needs, and comparative needs,

capable of being satisfied by a learning experience. Models for diagnosis are proposed: individual self-fulfillment models; individual appraisal models; and system discrepancy models. Relationship of needs to values is stressed; changes in needs over time are noted; interrelatedness of institutional philosophy and community needs is mentioned.

224. Monroe, Margaret E. "A Conceptual Framework for the Public Library as a Community Learning Center for Independent Study." Library Quarterly 46, 1 (January 1976): 54-61.

Public libraries of all sizes can develop a learning center role for independent study. Even the smallest libraries can do something in this area. Such national programs as CLEP and certain state programs provide encouragement for public libraries to develop this kind of support system for their patrons.

225. Moses, Stanley. The Learning Force: A More Comprehensive Framework for Educational Policy. Syracuse: Syracuse University, 1971. (Occasional Papers 25.) (ED 053 378)

Differentiates between "core": sequential ladder of educational progression, and "periphery": educational activities outside the core. Learning force includes all those participating in educational activities, core or peripheral. Educational policy must shift away from the idea that education equals schooling. Needed are more government involvement; a reduction in the monopoly on credentials now held by the core; and changed relations between employment and credentials and between employers and the educational system. The peripheral educational sector offers more likelihood of innovation, greater access and greater choice, and may eventually lead to greater articulation among education, jobs, work and careers.

226. Mushkin, Selma J. Recurrent Education. Washington, DC: U.S. Government Printing Office, 1974. (Stock No. 1780-01277)

Papers deriving from the Georgetown University Conference on Recurrent Education, March 1973. Examines the search for new educational alternatives for lifelong learning. Recurrent education considered as a system starting at the completion of one's formal compulsory schooling and continuing throughout the remainder of a person's active life. Examines questions of policy, supply and demand, participants, education and work, and financing. An agenda for future research is included.

227. Myran, Gunder A. Community Services in the Community College. Washington, DC: American Association of Junior Colleges, 1969. (ED 037 202)

Describes community services in community colleges as one of their major functions; determined by community needs. All aspects of community service are examined, from the need of the community, through clientele, community development, philosophy, organization, staffing, financing, leadership, and linkages with the college and community groups. Bibliography.

228. Nadler, Leonard. "Adult Education." in The Encyclopedia of Education, 1971 ed. s.v. "Structure of American Education: Adult Education." New York: Macmillan, 1971, v. 8, pp. 479-488.

Brief overview of adult education, particularly how adult education fits into the structure of the education system. Covers range, program areas, sources, methods, history, and contemporary problems.

229. Nakamoto, June, and Verner, Coolie. Continuing Education in the Health Professions: a Review of the Literature, 1960-1970. Syracuse: ERIC Clearinghouse, 1973. (ED 074 367)

Comprehensive literature review on continuing education in medicine, dentistry, nursing, and pharmacy. Discusses distribution, participation, organization, instructional processes, and evaluation.

230. National Conference on Continuing Education in Nursing. Critical Issues in Continuing Education in Nursing. Madison, WI: University of Wisconsin, 1972.

Report of National Conference on Continuing Education in Nursing, Madison, Wisconsin, 1971. Fifteen papers on different aspects of continuing education, particularly in nursing.

231. National Conference on Open Learning and Nontraditional Study. Conference Proceedings. Lincoln, NE and Washington, DC, 1974-1976.

Describe space-free/time-free programs allowing student to progress at own pace, wherever existing resources are to be found. Technological developments stressed.

232. National Conference of Catholic Bishops. National Catechetical Directory. Washington, DC: National Conference of Catholic Bishops, 1976.

Importance of catechesis for adults stressed, because it deals with persons capable of an adherence that is fully responsible. It must therefore be considered the definitive form of catechesis. Catechesis is an esteemed term in the Christian tradition, and refers to the stages of activities by which individuals and the church community are introduced to the Christian faith and brought to maturity in it. Its purpose is to make men's faith living, conscious, and active through the light of understanding. It is a lifelong process; education for change is especially important. Adults must understand the reasons for change and develop skills for dealing with rapid change.

233. National Conference of Catholic Bishops. To Teach as Jesus Did. Washington, DC: National Conference of Catholic Bishops, 1973.

Learning is a lifelong experience; adult learning in the Church is situated not on the periphery but at the center of the Church's educational efforts. It should reflect three purposes of Christian education:

1. the teaching of doctrine;
2. building and experiencing community; and

3. service to others.

This was a general statement by the National Council of Bishops.

234. National Home Study Council. News; NHSC Bulletin; Report. Washington, DC: The Council, 1926-

The Council, which held its 50th annual conference in 1976, is devoted to methods of home study, mostly correspondence study. It maintains an accreditation council, disseminates information to and about its members.

235. National Research Council. Assessing Vocational Education Research and Development. Washington, DC: National Academy of Sciences, 1976.

Describes impact of research and development on vocational education, 1965-1975. Research and development has had limited impact -- priorities have been set according to political considerations. Lack of coordination has hampered progress. Suggests consolidation of progress. Suggests consolidation of programs; better procedures for setting priorities; strengthening the research and development centers; a better information resource system; better translation of research into practice through improved dissemination.

236. "New Imperatives Drafted at Wingspread." Adult and Continuing Education Today 6, 23/24 (November 15, 1976): 103-107.

The Wingspread Conference on Lifelong Learning in the Public Interest, sponsored by the Coalition of Adult Education Organizations, met in October 1976. Fifty-eight adult educators worked together to produce a set of "imperatives" for lifelong learning. Thirteen items were grouped in three categories: Part A. Imperatives related to the Learning Needs of Adults:

1. provide all adults with opportunities to learn, change, grow throughout life;
2. provide special access to persons of low income, job status and previous education;
3. provide continuing education for adults in public and civic affairs; and
4. provide opportunities to link work and education.

Part B.: Imperatives related to Implementing Programs to meet Lifelong Learning Needs:

5. take into account time and space restrictions of adult life;
6. expand information, referral, counseling services;
7. encourage new perspectives and attitudes toward adult learners;
8. broaden public awareness of adult learning opportunities and resources;
9. broaden scope of research and development in adult education;
10. increase funding - public and private; and
11. bring about better utilization and coordination of resources.

Part C.: Imperatives related to the Policies of Government and the Activities of National Organizations Concerned with Adult Learning Needs:

12. develop appropriate perspectives and relationships among government agencies at all levels and the adult education community; and
13. encourage continuing interaction among national organizations.

237. Nickens, John M. "A Taxonomy for Community Services." New Directions for Community Colleges 4, 2 (1976): 11-18.
Identified and classifies objectives of community college service programs in three broad categories: instructional services, non-instructional services, and facility services.

238. Niemi, John A. "Communicating with the So-Called Disadvantaged -- Can We Find a Common Ground?" BTSD Review 3 (May 1973). (ED 069 947)
Recognizes that communicating with the disadvantaged involves cross-cultural techniques; common ground necessary for communication is lacking; language differes also. Film and VTR may help; selecting relevant material is important; recognizing cultural complexity of disadvantaged crucial; using existing cultural changes vital; laying a basis for communication may lead to a better basis for change.

239. Niemi, John A. "Cross-Cultural Communication and the Adult Educator." Literacy Discussion 5 (Winter 1974): 545-558.
Reviews research in the area of cross-cultural communication and applies it to problems of communication between the dominant society and the Indian cultures of Canada, especially as they relate to adult education. Ethnicity as a concept is being rediscovered among the Indian cultures -- the author hopes this will lead to a more equalized relationship between them and the dominant culture. Some facets of verbal and nonverbal communication are explained briefly; particularities of the Indian culture are described. Implications drawn are:
1. superordinate-subordinate patterns must be changed;
2. Indian peoples must rediscover their own ethnicity;
3. the adult educator needs a firm grasp of the communication process;
4. adult educators need an understanding of languages used by Indian peoples;
5. importance of oral communication in learning must be recognized;
6. awareness of nonverbal communication necessary;
7. proxemic patterns of Indians must be learned; and
8. adult educators must allow time, grant and create an atmosphere of mutual trust, and attempt to identify real opinion leaders.

240. Niemi, John A., ed. Mass Media and Adult Education. Englewood Cliffs, NJ: Educational Technology Publications, 1971.
Eight essays on the use of mass media in adult education. Emphasis is on helping adult educator to use media; Gordon and

Carlson stress need for innovation, rather than translating classroom techniques into tv or film media. Niemi describes a training course which includes communication theory, social theory, learning theory, as background for analysis of potential and problems. Wedemeyer and Everly argue for a systems approach to applying media and technology to instruction. Ohliger discusses listening groups; James describes Open University history; Henaut discusses National Film Board.

241. Niemi, John A. The Meaning of Lifelong Learning. Burnaby, B.C.: Association for Continuing Education, 1974. (ED 068 833)

Mentions confusion of learning and schooling. Reviews literature of lifelong learning; criticizes concept of finishing education or work. Suggests substituting lifelong learning be inculcated as a value through existing educational systems. Special groups to be reached with this approach are the aging and the poor. Freire's concept of conscientization is recommended for bringing the idea of lifelong learning to these groups and increasing its acceptability to them. Media are suggested as ways of reaching new audiences. Skills are needed in order to learn; role of adult educator must be to help adults gain these skills, to facilitate their ability to learn throughout their lives.

242. Niemi, John A. "Technology and Media for Lifelong Learning." Journal of Research & Development in Education 7, 4 (Summer 1974): 77-86.

Aspects of both educational media technology and lifelong learning are defined and examined. It is suggested that institutions and individuals need to develop a rationale for using technology in lifelong learning, e.g., the Open University's cooperation between academics and broadcasters to design educational programs. Specific applications to adult learning, individual and group methods, and mass media are mentioned. Emphasizes use of media to serve humanistic needs and concerns.

243. Niemi, John A., and Kuusisto, Elizabeth. Certification, Credentialing, Licensing and the Renewal Process. DeKalb, IL: NIU Information Program in Career Education, 1976. (Informal Bibliography 53.)

Based on an ERIC search; includes items on professional continuing education in a variety of fields. Journals and documents are included. The bibliography is current as of November 1976.

244. Niemi, John A., and Jessen, Daniel C. The Adult Learner and ERIC: New Vistas for Research. (Mimeographed.) (DeKalb, IL, 1974)

An overview of the ERIC system, particularly the Clearinghouse in Career Education. Instructs user in how to use the system to retrieve information.

245. Non-Traditional Education Model Questionnaire. Atlanta, GA: Coopers & Lybrand, 1975.

A questionnaire for non-traditional program administrators; giving information on enrollment, degree program information, faculty,

tuition and fees; non-faculty expenses and other income; and space information. Important for the categorization of information about non-traditional programs.

246. Northcutt, Norvell. Adult Functional Competency: A Summary. Austin, TX: University of Texas at Austin, 1975.

Describes the Adult Performance Level (APL) project as of 1975. Objectives of APL are to specify the competencies which are functional to economic and educational success in today's society and to develop devices for assessing these competencies among the adult population of the U.S. Five general knowledge areas were identified: consumer economics; occupational knowledge; community resources; health; and government and law. Four kinds of skills were also identified which people need in the fields of general knowledge: communications skills (reading, writing, speaking and listening); computation skills; problem-solving skills; and interpersonal relations skills. Functional competency is two-dimensional: skills plus knowledge; is meaningful in a social context only; is composed of individual capabilities and societal requirements; and is related to economic success in adult life. Levels of functional competency are defined; surveys reveal typical levels for U.S. adults. Many adults do not have the education they need; implications are drawn for education in the U.S.

247. North West Adult Education Association. Certification, Credentialing, Licensing, and the Renewal Process; Proceedings of a Conference, Seattle, Washington, February, 1976. Aberdeen, WA: North West Adult Education Association, 1976.

Includes Kathleen (Penfield) Rockhill's paper on the mystique of certification, education, and professionalism. Also papers by Stern, White, and Diehl and annotated bibliography of forty-six items.

248. Nowlen, Philip M. "Continuing Education for the Professions." Continuum 41 (June 1977): 9-11.

Problems facing professional continuing education:

1. reciprocal ignorance between professional associations and extension divisions;
2. definitions of professional competence lacking; and
3. failure to understand diversity of providers, multiplicity of organizations and associations involved in professional continuing education.

Responses will be limited by defensiveness, funding problems, competition with the for-profit sector.

249. Nunn, Richard, and Lain, Lindy. Classification of Medical Education Institutions. Springfield, VA: National Technical Information Service, 1975. (PB-249 686)

Describes a cluster analysis technique by which medical schools were classified into categories. Medical schools collect institutional data which presents a sufficiently unclear and ambiguous set of data that it resists meaningful or consistent resolution into

groups via statistically based clustering procedures. Therefore, this study fails to validate a RAND study which attempted such classification.

250. Oetting, E. R. Evaluative Research and Scientific Inquiry: a Distinction that Makes a Difference. Fort Collins, CO: Colorado State University (1975).

Points out the important distinction between evaluation research and scientific inquiry. His aim is not to discredit scientific research, but to argue that it is not the best method to use for evaluation, where the aim is to find out what the effects of a certain program are and to estimate its impact in relation to staff time, materials, and facilities.

251. Office of New Degree Programs. The Third Century: Postsecondary Planning for the Non-traditional Learner, a Report prepared for The Higher Education Facilities Commission of the State of Iowa. Princeton, NJ: The Office, 1976. (ED 125 619)

Studied needs for continuing education opportunities for persons in Iowa motivated toward further study but unable to take advantage of conventional delivery systems of postsecondary education. Surveyed population via a market/opinion poll; institutional resources survey; enrolled student survey; adult resident survey. Nice summaries of case studies. There is a sizeable, identifiable interest in further learning by a significant number of adults who are not being adequately served by the state's institutions. Iowa is doing an adequate job in adult non-traditional education in certain areas; other areas are underserved; there are many needs. Trends in other states are examined as possible models for Iowa. All people at all times should have access to educational opportunities. Changes in population militate for more emphasis on lifelong learning, and further adaptation of the educational system so that the non-traditional learner can become the traditional learner in the third era of American higher education.

252. Ohliger, John, and McCarthy, Colleen. Lifelong Learning or Lifelong Schooling? A Tentative View of the Ideas of Ivan Illich with a Quotational Bibliography. Syracuse: ERIC Clearinghouse on Adult Education, 1971. (Occasional Papers 24.) (ED 049 398)

Describes life and ideas of Ivan Illich and his colleagues at the Center for Intercultural Documentation and presents a lengthy and annotated bibliography of their work. Illich proposes the abolition of the traditional education system and its replacement by a system geared to individual initiative. Believes schools have become a new religion; have confused values. Valuable learning occurs only when the individual makes a self-motivated, personal decision to engage in mutual interchange with reality. Advocates entitlement as a way of paying for adult education. Adult educators need to de-emphasize the credentialing and schooling aspects of adult education; they could be in the forefront of de-schooling efforts; they should do research into radical alternatives.

253. O'Keefe, Michael. The Adult, Education and Public Policy. Palo Alto, CA: Aspen Institute for Humanistic Studies, n.d. (Occasional Paper 409.)
Discusses adult education policy, lifelong learning.

254. Okun, Morris A. "Implications of Geropsychological Research for the Instruction of Older Adults." Adult Education 27 (Spring 1977): 139-155.
Delineates some implications of the findings from laboratory experimental research for the instruction of older adult learners.

255. Osinski, Franklin W. W.; Ohliger, John; and McCarthy, Colleen. Toward Gog and Magog Or?: A Critical Review of the Literature of Adult Group Discussion. Syracuse: ERIC, 1972. (Occasional Papers 30.) (ED 066 652)
Reviews research on group discussion as used in adult education within the context of the nature of man and in relation to his ultimate end of self-realization. Covers 178 items in current literature. There could be a middle ground that uses both affective and intellectual factors in self-actualization. Groups of people who can interact at the level of insights and enlightenment are able to create a synergistic basis for further action. At that level, groups must exhibit feelings of love, understanding, and acceptance. Groups should be diverse, not homogeneous in opinions. Group members should ideally be together over an extended period of time to develop a sense of community, which results in a loss of egocentricity on the part of the members. In the future, each individual should have the freedom and means to realize his Self in a spirit of creative love; or else there will be an attempt to manipulate every single known aspect of creation for the selfish gain of a few, controlling consciousness in the process.

256. Owens, William A., Jr. "Age and Mental Abilities." Genetic Psychology Monographs 48 (1953).
Surveyed same sample of men after 30 years and found: gain in general score on Army Alpha test; gain in seven of eight subtests; best on vocabulary, disarranged sentences, common sense, analogies, and general information. Nonsignificant loss in arithmetic. An early study in effects of aging on mental abilities and forerunner of other work in the field.

257. Paeschke, Phyllis A. "Computer Models in Adult Education." Paper presented at Adult Education Research Conference, Toronto, Ontario, 9 April, 1976. (ED 123 390)
Computers may be used as educational manager to promote individuation of learning experience in an adult education setting. Can be used in adult education to relieve repetitive administrative work, provide complete management information systems and improve the quality of decision making.

258. Parker, James T. Son of Profile. Washington, DC: U.S. Office of Education, 1977.

Lists Adult Competency Education projects by major subject areas: staff development, ESL/bilingual, adult secondary, testing, clearinghouses, and five knowledge areas: consumer economics, occupational knowledge, health, community resources, and government law. Serves as index to Adult Competency Education Profiles, q.v. under U.S. Office of Education.

259. Paulston, Rolland G., ed. Non-Formal Education: an Annotated International Bibliography. New York: Praeger, 1972.

The bibliography presents a critically annotated compilation of selected materials on theory and practice in non-formal education. Eight hundred seventy-five items are arranged in a classified scheme designed to categorize materials according to subject: orientation and basic issues; area studies; organizations conducting programs; target learner populations; program content; instructional methodologies and materials; and reference materials and publications. Non-formal education is defined as "structured, systematic, non-school educational and training activities of relatively short duration in which sponsoring agencies seek concrete behavioral changes in farily distinct target populations. It is, in sum, education that does not advance to a higher level of the hierarchical formal school system."

260. Pennington, Floyd C., and Moore, Donald E., Jr. "Issues Related to Mandatory Continuing Education for Professionals." The NUEA Spectator 40, 23 (March 1976): 5-8.

There has been a movement toward mandatory continuing education because of the concern about the role of continuing education in minimizing occupational obsolescence and improving the quality of professional services. Authors argue that this movement fails to consider many related issues; they examine four role perspectives: social pressures; laws and regulations; individual professionals; and the educational perspective. Continuing professional education can only contribute partly to the improvement of professional practice; a larger framework is needed: mandatory programs are not the whole answer.

261. The PER Report. biweekly. Fairfax: Postsecondary Education Resources, 1976.

Biweekly newsletter on adult and continuing education.

262. Perry, Walter. The Open University. San Francisco: Jossey-Bass, 1977.

Perry, first (and only) chief administrative officer of the Open University (of Great Britain) gives history and development of the innovative adult education program. Political, social, and educational aspects of the nontraditional institution are discussed. The comprehensive account of the Open University, it offers suggestions useful at the state and regional level in the U.S. Includes sections on the

philosophy and political background; the courses - creation, production, distribution, and accreditation; students; administration; and future plans. A bibliography of twenty-seven items is appended.

263. Pickard, Brent W., and Richards, Donald M. "Educational Vouchers." The Canadian Administrator 15, 4 (January 1976): 1-5.

Presents an overview of the rationale for an educational voucher system, outlines model voucher systems, discusses a series of implications concerning voucher systems and suggests a generalized plan for applying a voucher system in continuing education. Recognizing that vouchers are not a panacea for financial woes; authors believe the shift to consumer decision-making is a good idea.

264. Pierson, William W., and Scheel, Jean W. Accountability Practice in Adult Education. Corvallis, OR: Division of Continuing Education, Oregon State University, 1973. (ED 084 404)

Reports on accountability practices of seventy-one members of the Northwest AEA. Nearly all carry on some practices; examples of tools are appended: Alberta needs assessment system; SEMIS: used by Cooperative Extension Services for reporting time of all professional personnel. Accountability used for establishing goals and objectives, allocating resources, evaluating staff and/or instruction; measuring productivity. Communication about accountability limited and complicated by lack of standard terms, data units, and philosophy. There are possibilities for cooperation and research in: productivity, staff training, impact of programs, objectives, and involvement of the learner in the activity process.

265. Powell, John Walker, and Benne, Kenneth D. "Philosophies of Adult Education," in Handbook of Adult Education in the United States, 1960, ed. by Malcolm S. Knowles. Chicago: Adult Education Association of the USA, 1960.

Distinguishes between process and content in adult education. Process is the here-and-now experience of the activities, personal relationships, and human aspects; content is the goal-orientation or subject matter covered.

266. Program Classification Structure. 2nd ed. Boulder, CO: NCHEMS at WICHE, 1976. (ED 132 960)

Sets forth a programmatic framework for looking at higher education activities. Considers eight "programs" in this framework. The program categories are prototypes of activities an institution would undertake to attain its objectives. They are: instruction, research, public service, academic support, student services, institutional support, independent operations, and student access. The document is designed to provide a structure for classification of many kinds of data, for the planning and management of postsecondary education, and a common language and framework to improve communication.

267. Project Continuing Education for Health Manpower. Syracuse: Syracuse University, 1973. (Pt. 1-2.)

This project investigated continuing education for health manpower. Four parts were projected, of which two were published in 1973. The fourth part was later issued in brief form. A key article from Part 1 is by Alan Knox. He suggests that professionals ought to become more self-directed in the ways in which they further their professional education. He posits the mentor role as one that can be played by the self in continuing education. He offers guidelines for facilitating self-directed education, to be used by persons who are acting as "linkage agents" between individual professionals and national and regional resources.

268. Religious Education 72, 2 (March-April, 1977): 113-248.

Articles of interest by Kathan, Knowles, others, summarize education in Protestant, Roman Catholic, and Jewish organizations. Based on adult moral development theory.

269. Research and Investigation in Adult Education, Annual Register 1971, 1972, 1973. Ed. by Stanley M. Grabowski. Syracuse: ERIC Clearinghouse on Adult Education and Adult Education Association of the U.S.A., 1972-1974. Annual Register 1976. Ed. by John A. Niemi, Stanley M. Grabowski, and Elizabeth A. Kuusisto. DeKalb, IL: ERIC Clearinghouse in Career Education, 1976. (ED 074 333; 056 263; 049 866; 030 774; 023 993)

Annotated list of publications in adult education. Very sizeable annotations, classified according to Haney system (used at Syracuse Clearinghouse). Good cross-references.

270. Research to Practice. Tallahassee, FL: Florida State University, 1971.

A series of ten documents, each treating different aspect of adult basic education. Topics are: recruitment; starting students successfully; decision-making in planning and implementing instruction; psychological and physiological factors; paraprofessionals; staff-development; support services; dropouts; and evaluation. Each monograph is complete in itself. Authors are well-known.

271. Roberts, Higdon C., Jr. "Problems in Program Development and Implementation in Labor Education.". Adult Leadership 23, 7 (January 1975): 197-198.

Describes problems in developing program and implementing labor education at the University of Alabama in particular, but in this type of program generally. Courses are developed jointly with labor representatives. Grievance handling is the most-requested course. New materials must constantly be developed. Scheduling problems: only weekends available for students. Many courses ad hoc: in legislative, economic, social, political crises. Faculty mostly part-time. Varied educational background in classes. University administrators ought to become more aware of this kind of educational program, since university-related labor education is gradually expanding. A practical treatment.

272. Russell, Charles. "ABE and Consumer Education: Addressing the Needs of the Undereducated." Community College Review 2, 2 (Summer 1974): 41-47.

Advocates the use of consumer education as a vehicle for teaching adult basic education skills. To change behavior of illiterate adults, one must reflect contemporary life, social setting and culture. Adults are independent, pragmatic learners. By use of consumer education, teacher can develop skills such as handwriting: for signing checks, writing short letter, filling out credit and job applications; reading: advertisements; computation: figuring out prices. Evaluation should be related to adult basic education goals, should use self-appraisal tools built by students themselves; and should compare present versus past performance of the same student.

273. Ryan, Brother Leo V. "Lifelong Learning in Churches and Synagogues." Journal of Research & Development in Education 7, 4 (1974): 87-96.

Examines history and role of religious organizations as sponsors of adult education. Hundreds of thousands of programs are offered. Many participants with a religious goal in mind. History goes back to revolutionary times. Definitions of adult religious education good. Purpose of religious education is to help people recognize meaning of life, presence of the sacred in human experience, and to support the forces of life. As lifelong learning society develops, churches and synagogues show promise of real leadership potential in terms of adult religious education and for education generally.

274. Ryan, T. [illegible], and Others. Model of Adult Basic Education in Corrections. Arlington, VA: ERIC Reports, 1971. (ED 124 711)

Describes adult basic education program in Corrections undertaken at the University of Hawaii. Developmental effort, designed to produce a national system of adult basic education in correctional institutions. A model was developed which is based on system concepts: specification of requirements and delineation of mission; assessment of needs; implementation in objectives; determination of resources; evaluation of alternatives in terms of consequences; implementation of strategies; provision for evaluation. Techniques of analysis, synthesis, modeling and simulation are described. Rationale for a program of adult basic education in Corrections is: correcting or changing behavior of inmates so as to help them and protect society from future criminal acts. Highly practical manual for setting up an educational system in a correctional institution.

275. Seay, Maurice F., and Associates. Community Education: A Developing Concept. Midland, MI: Pendell Publishing Company, 1974.

Discusses the community education movement; its origin in the idea of community schools, and the broadening of the concept to include more than the offerings of the school district, thereby confusing the definition. Similar to lifelong education in some ways: attempts to integrate all institutions in a community to

provide education for all citizens of all ages. Usually the start is made in informal, cooperative ways, then financial assistance may be sought, and a financial base built up. A director must be found and an organizational relationship to the governmental unit set up. Advisory councils are extremely important because community education is built on the concept that the activities must be based upon the problems, needs, and interests of the people to be served. Methods of effective public communication, financial accounting, and other administrative matters is surveyed (some of the references here are quite old). Sections treat special content and function areas, such as counseling, art, special education, and relationships with specific groups such as community colleges, universities, professional associations.

276. Sexton, Patricia Cayo. "Lifelong Learning." Urban Review 5 (June 1972): 5-11.

Self-educated person disappearing. Learning equated with education, people not doing own educating as they once did (Lincoln, Shakespeare). Five streams of learning:

1. academic;
2. job training;
3. leisure learning, largely for culture and company;
4. mass media; and
5. real-life learning.

Not parallel; they cross; represent major learning activities. Schism between academic and vocational is complete; higher status accorded to academic. Stream 5 as an ideal is proposed: if all experiences were regarded as learning opportunities, our relations with all people would be less prejudiced and learning would multiply many-fold.

277. Sheehy, Gail. Passages. New York: E. P. Dutton & Co., 1976.

Popular examination of adult development. Based on work of Levinson, Gould, others and on interviews with over 100 adults. Life cycle is always developing; men and women develop differentially. Passages are marker events indicating the transition from one stage of development to another. She outlines a sequence of life development: pulling up roots (18-22); working out externals in the trying twenties; rebelling against restrictions at catch 30; rooting and extending at the middle 30's; and renewal or resignation in the mid-forties. Some typical life patterns are examined. Final section: renewal is hopeful about aging; if one finds an inner rationale and understanding of one's aloneness which frees one to relate better to others, one will be more satisfied with the closing years of one's life.

278. Simon, Sidney B. Values Clarification. New York: Hart, 1972.

Heavily-used work on understanding values, getting people to examine and know what values they have at the basis of their lives and how values affect behavior. Religious educators, family-life and personal development trainers using this approach.

279. Smith, Arthur DeW. Generic Skills for Occupational Training. Prince Albert, Sask.: Training Research and Development Station, Dept. of Manpower and Immigration, 1973. (ED 083 385)

Skills are clustered in order to identify skills with certain occupations to be used in training for those occupations. Three basic categories of skills: data, people, and things. Occupations may be classified together for training purposes, depending on the generic skills needed. Taxonomy of skills was developed, data collection instruments designed, data collected and analyzed, curriculum development specifications prepared, and information disseminated by TRDS.

280. Smith, Robert M.; Aker, George F.; and Kidd, J. R., eds. Handbook of Adult Education. 5th ed. New York: Macmillan, 1970.

Last of the decennial AEA Handbooks; provides overview of the field. Attempts to reflect the totality of the field. Chapters by outstanding adult educators are in some instances dated. Aspects covered are: social setting; definitions; international aspects; program development and evaluation; information resources and services; technology; adult educators; philosophy; research and theory; the future of adult education; specific institutions and organizations -- colleges and universities; community colleges; public schools; public libraries and museums; Cooperative Extension Service; armed forces; labor unions; business and industry; health and welfare agencies; and religious institutions --; and content areas: adult basic education; human relations-sensitivity training; family life education; social and civic education; vocational/technical education; continuing professional education; women's education. Concludes that adult education should be self-fulfillment for all individuals.

281. Smith, Robert M. "Some Uses of Participation Training." Adult Leadership 18, 3 (September 1969): 77-78, 96-97.

Describes certain ways in which participation training (Indiana Plan) has been used. This training is more structured than many human relations programs. Has been applied as the first phase of a longer course; in open course programming in university extension as a way of learning how to learn; in an OEO urban training center as a way of learning how to learn; and in schools.

282. Sork, Thomas J., and Pankowski, Mary L. "Continuing Education: The University's 'Buyer Protection Plan'." Adult Leadership 23, 7 (January 1975): 203-206.

Proposes that marketing concepts be applied to university extension. In marketing, if a product is defective flaws are corrected via recall and defects are fixed. Suggests universities do the same for alumni who need updating on skills and knowledge, using the extension division as the agency.

283. Steele, Sara, and Brack, Robert E. Evaluating the Attainment of Objectives in Adult Education: Process, Properties, Problems, Prospects. Syracuse: Syracuse University Publications in Continuing Education, 1973. (ED 086 889)

Evaluation by objectives is a valid and useful form of evaluation; its process, properties, problems, must be carefully understood. Certain activities necessary: understanding purpose of evaluation; specifying evidence of satisfactory attainment of objectives; describing data to be collected; comparing and judging; realizing worth of program -- leading to action; and influencing action. Two basic problems: failure to treat objective-setting as decision-making; failure to understand underlying assumptions. Three conditions for satisfactory evaluation are set forth: ability to build adjustable concept of objectives; ability to develop the basis for interpreting data; ability to relate process to purpose and decide worth of objective-setting process.

284. Stephens, E. Robert, and Stenger, Charles A. "The Opportunity and Challenge of the Vietnam Era Veteran to American Educators." Journal of Higher Education 48, 4 (April 1972): 303-307.

Higher education has a challenge and opportunity to be of service to the Vietnam veteran, thereby demonstrating its viability as a dynamic force in society at a time when its credibility as a social institution is being questioned.

285. Tiedeman, David V.; Schreiber, Marilyn; and Wessell, Tyrus R., Jr. Key Resources in Career Education: an Annotated Guide. Washington, DC: National Institute of Education, 1976.

A self-instructional guide to resources in career education. A step-by-step process is used to identify the kind of information wanted; items are referred to by identification number. Individual entries on items include subject, title, organization, number of pages, availability, levels, populations, purpose, contents, and comment. Two hundred twenty entries are included. There is a list of organizational resources, including journals and newsletters, publishers, research centers, information systems, associations, advisory councils, and government organizations. Indexes are by place, title, and program, or by name. A very comprehensive guide, produced by the ERIC Clearinghouse on Career Education at DeKalb, Illinois.

286. Timpane, Michael; Abramowitz, Susan; Bobrow, Sue Berryman; and Pascal, Anthony. Youth Policy in Transition. Santa Monica, CA: Rand Corporation, 1976. (R-2006-HEW)

Examines three independent government reports on the transition to adulthood and suggests policy implications. All three reports characterized youth as a transitional period. Suggested age segregation; reported earlier biological development and psychosocial development; and long delay between readiness for adult

roles and time when society allows youth to assume those roles. This document disputes some of these findings; youth in lower classes are not delayed in entry to adult world and do function well in adult world. Youth are not a danger; they were reacting in the 60's to real, but transient, social conditions. Youth do work; despite longer schooling, but are not getting enough useful career information. Schools not as bad as reports say. Advocates less emphasis on dispersion (based on fear of youth), smaller high schools (though not as cost-effective); performance criteria; external credit; more freedom in timing of high schooling. Recommendation for educational drawing rights (an entitlement plan), for continuing education in adulthood. More staff development needed. Government should encourage local efforts, do more studies.

287. Toffler, Alvin. Learning for Tomorrow. New York: Random House, 1974.
Collection of essays on the future and its impact on education. Today's schools are too past- and present-bound; social and technological change outstripping the education system; a concept of the future motivates all learners; accepting a future perspective involves reorganizing knowledge; and a focus on the future is relevant to all learners, regardless of age. Changes urged in methodology, including examination of values, and particularly of the relation between education and work. Includes an appendix of already-introduced programs, list of individuals, institutions, and organizations concerned with the future.

288. Tough, Allen. The Adult's Learning Projects. Toronto, Canada: The Ontario Institute for Studies in Education, 1971. (ED 054 428//)
Tough studies the projects adults undertake themselves, outside of structured situations. Learning projects are defined as major highly deliberate efforts to gain certain knowledge and skill or to change in some other way. They involve series of related episodes which add up to a minimum of seven hours within a six-month period. In a series of studies, carried out via intensive interviews each lasting more than an hour, Tough found that over 95% of adults engage in such learning projects. It is common for people to spend 700 hours a year at them; some spend more than 2,000 hours in learning projects. He studies amount of time spent, content areas, motivation, getting help, and practical implications for institutions and instructors. He concludes that in the future adult learning will be more highly regarded and help will be more readily available to those who wish to study independently. A key work because of the recognition of the large amount of self-directed study which is carried on by adults and because of the many further studies inspired by this realization and methodology.

289. Training and Development Journal. monthly. Washington, DC: American Society of Training Directors, 1945-
Monthly journal of the ASTD. Articles are practical but research-based, aimed at training officers.

290. Ulmer, Curtis. "Remediation as a Lifelong Learning Activity." Journal of Research & Development in Education 7, 14 (Summer 1974): 45-56.

More important than literacy in our society is functional literacy, especially in regard to continual training and retraining of workers. Lifelong learning has social, economic, and cultural goals. The approach must be re-directed: not a subject orientation, but a problem-solving approach is needed. Present programs are criticized: they have lower priority than formal education; there is little research and professionalism; they are geared toward the better-educated, rather than those whose needs are greatest; they tend to reinforce the already-poor image of the adult learner; and they do not allow participation in planning by the learner. Recommends that failure in childhood not prescribed the balance of an educational life; that all education be seen as remediation of deficits, which everyone encounters increasingly in our rapidly-changing world.

291. UNESCO. Adult Education Periodicals; a List of Addresses. Paris: UNESCO, 1974.

Over 100 titles of periodical publications in adult education; classified by area. International governmental organization periodicals included.

292. The UNESCO: IBE Education Thesaurus. 2nd ed. Paris: UNESCO Press, 1975.

A list of terms for indexing and retrieving documents and data in the field of education. Used by the International Bureau of Education. Includes French version. Uses seven broad fields: Context; Administration and Research; Instruction; People; Growing and Learning; Content; and Things. These have facets, or subheadings, and are assigned a numerical classification. Descriptors are further subdivisions and are the actual terms used for identification and retrieval. Includes alphabetical and faceted lists, cross-references.

293. UNESCO. Manual for the Collection of Adult Education Statistics - Within the Framework of International Standard Classification of Education (ISCED). Paris: Office of Statistics, UNESCO, 1975. (ED 112 054)

Designed to improve the quality and standardization of statistics collection in adult education internationally. Definitions and classifications are given to make statistics collection more standardized. Purpose is to use statistics for improved planning and evaluation of adult education.

294. U.S. Bureau of Adult, Vocational, and Technical Education. Perspectives of Adult Education in the United States & A Projection for the Future. Washington, DC: U.S. Government Printing Office, 1972. (Report for the Third International Conference on Adult Education, Sponsored by the United Nations Educational, Scientific and Cultural Organization, Tokyo, Japan, July 25 - August 7, 1972; DHEW Publication No. [OE] 72-181.) (Summary: ED 072 360)

Sees massive growth in adult education about to take place. Discusses the problem of education versus learning. Emerging themes of adult education in the U.S. are defined -- these are world and national problem areas which need to be addressed somehow; the suggestion is that Americans will seek learning as the answer to these problems. A change is taking place in the traditional belief that education should cease sometime. There will probably be a transformation from the present system into a highly complex, variegated structure of multiple learning opportunities and environments, gradually extending over the lifespan, with a slow but concomitant reduction in the intensity and duration of schooling for youth. There will be a new and happy concern with the question of who and what education is for.

295. United States Defense Activity for Non-Traditional Education Support. Dantes Independent Study Catalog. Pensacola, FL: n.p., 1976.

Provides a list of independent courses available to servicemen and women unable to take advantage of regular formal education programs. The military has established a voluntary education program to provide educational opportunities for servicemen and women. The program relies on a partnership with the civilian education community; with instruction generally provided by schools and colleges on or near military bases. However, many cannot take advantage of these programs because of location -- therefore turn to correspondence study. Catalog of nationally available regionally accredited independent study courses enables them to study on their own. Included are: counseling information, course application forms, tuition information, course descriptions, institutional information.

296. U.S. Department of Agriculture. Classification Outline for Extension Research Materials. Washington, DC: n.p., 1972 (1968). (ED 025 689)

Presents a classification outline which is used to classify the contents of the Review of Extension Research and the Bibliography on Extension Research. There are nine major areas: administration; training, staff development; organization of people to participate; local leadership; program content and planning; general effectiveness and progress (evaluation); extension teaching methods, techniques, devices; research methods; extension reporting devices (information sources).

297. U.S. Manpower Administration. The National Apprenticeship Program. Washington, DC: n.p., 1972.

Describes apprenticeship in general and particularly the National Apprenticeship Program. Apprenticeship is defined as training in those industrial occupations requiring a wide and diverse range of skills and knowledge as well as maturity and independence of judgment. It involves planned, day-by-day on-the-job training and experience under proper supervision, combined with technical studies in subjects related to the trade. National

Apprenticeship Program depends upon cooperation between management and labor. Joint committees develop guidelines for local programs. Twenty-nine states have apprenticeship agencies; minimum standards are set. Registered programs meet these standards. Addresses given on where to write for laws and regulations on apprenticeship; information about apprenticeship and the program. Regional offices of the Bureau of Apprenticeship and Training and state apprenticeship agencies are listed.

298. U.S. National Center for Education Statistics. Adult Basic and Secondary Level Program Statistics. Washington, DC: U.S. Government Printing Office, 1975- (ED 110 616)
Statistical data on adult basic and secondary level program statistics.

299. _____. Adult Education in Community Organizations. Washington, DC: U.S. Government Printing Office, 1972. (ED 105 078)
Summarizes statistical data on adult education in community organizations.

300. _____. Adult Education in Public School Systems. Washington, DC: U.S. Government Printing Office, 1974. (ED 099 624)
Summarizes statistics of adult education in public schools.

301. _____. A Classification of Institutions of Higher Education. Washington, DC: U.S. Government Printing Office, 1976. (Field Review Edition - NCES 76-005.)
Encourages use of uniform data categories and aggregates among agencies. FICE codes explained: not classified by field covered, program emphasis, or size, but by level of program and student served.

302. _____. Combined Glossary, Terms and Definitions from the Handbooks of the State Educational Records and Reports Series. Washington, DC: U.S. Government Printing Office, 1974. (ED 106 923)
Brings together terms and definitions as found in the Handbook series. Listed alphabetically, with cross references.

303. _____. Common Core of State Educational Information. Washington, DC: U.S. Government Printing Office, 1953. (State Educational Records and Reports Series: Handbook I.)
This first of the Handbook series is out of print; will be replaced by later handbooks covering same material in different fashion.

304. _____. The Condition of Education - A Statistical Report on the Condition of American Education 1975. Washington, DC: U.S. Government Printing Office, 1975. (NCES 75-412.) (ED 103 991)
Annual report on education in the U.S.

305. _____. Consolidated Program Information Report -- The Adult Basic Education Program. Washington, DC: U.S. Government Printing Office, 1975. (NCES 75-309B.) (ED 110 732)

Describes federal adult basic education program, which has almost one million participants in 1971-2.

306. _____. Educational Technology - A Handbook of Standard Terminology and A Guide for Recording and Reporting Information about Educational Technology. Washington, DC: U.S. Government Printing Office, 1975. (State Educational Records and Reports Series: Handbook X.) (ED 125 066)

Develops classifications, terminology, definitions, and units of measure for processes, concepts, terms, objects, and personnel categories in educational technology. Covers preschool through postsecondary. Includes learner, learning resources and development functions. Looks at educational broadcasting, computer-assisted instruction, computer-managed instruction in nontraditional settings.

307. _____. Financial Accounting Classifications and Standard Terminology for Local and State School Systems. Washington, DC: U.S. Government Printing Office, 1973. (State Educational Records and Reports Series: Handbook II.) (ED 081 103)

Includes classifications and definitions of finance data elements and their relationships with the resources, processes, and outcomes defined in other handbooks in the series. Enhances ability to interrelate finance information with program resource information and program outcomes. Provides cost vehicle for cost/effectiveness analysis.

308. _____. Participation in Adult Education - Final Report, 1969. Washington, DC: U.S. Government Printing Office, 1974. (NCES 75-165) (ED 107 857)

Summariezes survey data on participation in adult education. First triennial survey.

309. _____. Participation in Adult Education Final Report 1972. Washington, DC: U.S. Government Printing Office, 1976. (NCES 76-160.)

Provides base data on the extent to which individuals participate in adult and continuing education activities. Data are collected as part of the Current Population Survey (Bureau of the Census). Related to socioeconomic and demographic information collected by the Bureau of the Census at the same time.

310. _____. Participation in Adult Education, 1975. preliminary report. Washington, DC: U.S. Government Printing Office, 1977.

Provides broad picture of educational activity outside the regular school system, reporting on adult education as used for career development, civic betterment, and self-improvement. See previous related documents for 1969, 1972.

311. _____. Principles of Public School Accounting. Washington, DC: U.S. Government Printing Office, 1967. (State Educational Records and Reports Series: Handbook II-B.) (ED 035 088) (FS5.222:22025)

A procedural guide for persons having responsibility for recording and reporting financial data and information about the operation of a school system. Begins with the accounting equation and goes through opening the general ledger, recording the approved budget, balance-sheet preparation, periodic and annual reports, subsidiary journals, payroll procedures, special fund accounting, fixed-assets accounting and program cost accounting.

312. _____. Property Accounting for Local and State School Systems. Washington, DC: U.S. Government Printing Office, 1959. (State Educational Records and Reports Series: Handbook III.) (ED 037 884) (FS5.223:23029)

Designed to identify items and terms essential for description of school land, buildings, spaces in buildings, and school equipment, and to define and classify such items for inclusion in the manual. Develops linkages of property record and report information to information in other school system files.

313. _____. Staff Accounting Classifications and Standard Terminology for Local and State School Systems. Washington, DC: U.S. Government Printing Office, 1974. (State Educational Records and Reports Series: Handbook IV.)

Includes a list of the most commonly used terms to describe the characteristics of staff engaged in elementary and secondary education, classified into mutually exclusive and related categories and coded. Terms listed in one section, defined in another, described as examples of management in a third, and combined as units of measure in a fourth. Classifies job positions, in a hierarchical skill arrangement. Provides standard terminology for developing information systems and a mechanism for assessing labor supply and demand in education.

314. _____. Standard Terminology for Curriculum and Instruction in Local and State School Systems. Washington, DC: U.S. Government Printing Office, 1970. (State Educational Records and Reports Series: Handbook VI.) (ED 048 510)

Presents items of information and terms needed by local and state school systems for recording and reporting information about curriculum and instruction in elementary, secondary, community/junior college, and adult education programs. Provides a means for achieving comparability, compatibility, and combinability of information about curriculum and instruction throughout the Nation.

315. _____. The State Education Agency. Washington, DC: U.S. Government Printing Office, 1971. (State Educational Records and Reports Series: Handbook VII.) (ED 058 615)

A manual of standard terminology applicable in operation of State education agencies to aid in describing their activities and to guide in comparably recording and reporting State education agency data. Contains a classification of defined items and terms for describing functions of State department of education and education authorities, plus their personnel, property, financial aspects, and educational programs. Used in agency management to achieve comparability of data among state agencies.

316. _____. Student/Pupil Accounting: Standard Terminology and Guide for Managing Student Data in Elementary and Secondary Schools, Community/Junior Colleges, and Adult Education. Washington, DC: U.S. Government Printing Office, 1974. (State Educational Records and Reports Series: Handbook V.) (ED 102 678)

Presents terms and definitions for use in student records and in communicating about students among various units and levels of educational organization and with their respective publics. Guidelines aid school systems and individual institutions in developing policies for sound data management and confidentiality of student records. Designed to increase validity, accuracy, and usefulness of student records and reports at all levels. Terminology will be used as a standard language assuring greater precision in communicating about individual students and student groups.

317. U.S. Office of Education. Division of Adult Education. Adult Competency Education Profile. Washington, DC: U.S. Government Printing Office, 1977.

Description of state projects and contact people; current status of major activities, and products in adult competency education.

318. _____. Adult Competency Education Resources. Washington, DC: U.S. Government Printing Office, 1977.

List of resources available in states to help with development of adult competencies.

319. Valley, John R. Promising Program Ventures: A Review of Recent Developments Regarding the External Degree. Princeton, NJ: Educational Testing Service, 1973. (ED 091 536)

In analyzing past and present conditions of external degree programs, it is apparent that there is emerging support for lifelong learning. There has been an increase of American interest in the external degree program, particularly during 1970. There are five external-degree-related developments which contribute to increasing lifelong learning opportunities:

1. extension of degree-granting authority;
2. geographic extension of institutional operations;
3. use of the community as an educational resource;
4. stimulation of external degree programs for facilitative and supportive services; and
5. observations and recommendations reflecting professional opinions.

Competence has become the organizing basis for degree programs. If external degree programs encourage learning outside traditional patterns of residential study, such programs increase the need for techniques and services for assessing learning whenever or wherever it may have occurred. The major approaches receiving attention are credit by examination, course evaluations, individual assessment, and validation model external degree programs. There are problems in the programs which require resolution, however, before the "Learning Society" becomes a reality.

320. Van de Water, Gordon B. Inventing the Future of Adult Education in Colorado. Syracuse: Educational Policy Research Center (EPRC), 1975.

Involved certain citizens of Colorado in "inventing a possible future" for adult education in 1990. Six teams at a conference did the following three things:

1. thought of a 1990 scenario for adult education;
2. prepared a future-history leading up to that scenario; and
3. outlined steps leading to it.

Varied participant background yielded fruitful cooperation, political commitment of participants great. Idea that there are multiple alternative futures and that the future can be consciously brought about was primary. Problems emerging from conference: communication about adult education is poor; there is a need for considering the future of adult education in Colorado; there are pluralistic goals -- they should be linked together; more people should become involved. One of several such conferences held around the country. See Ziegler, Warren.

321. Venables, Ethel. "The Human Costs of Part-Time Day Release." Higher Education 1, 3 (August 1972): 267-285.

Examined the real personal cost of part-time study to the student. Studied a group of workers who obtained degrees through a part-time study program. Although only persisters were interviewed, their personal goals for their children indicated how heavy they felt the price of their study had been -- in effort, loss of leisure time, and loss of the companionship of their children as they grew up.

322. Venn, Grant, ed. Man, Education and Society in the Year 2000. Washington, DC: U.S. Government Printing Office, 1975.

Report of the 1974 Chief State School Officers' Institute. Recommendations made for the future role of education, including the right of every citizen to learn the basic tools for personal, economic, and social/political roles. Asserts that minor adjustments in the system will not be sufficient, and that the state must play a role in developing new leadership for change.

323. Vermilye, Dyckman W., ed. The Expanded Campus. San Francisco: Jossey-Bass, 1972. (Current Issues in Higher Education.)

Includes twenty-five essays from the 27th National Conference on Higher Education, 1972. Covers: policy recommendations and reactions to the Carnegie Commission Reports; women and blacks in higher education; questions of ethics, collective bargaining, and tenure; time-free, space-free programs; curriculum and instruction; governance, and an essay on deschooling by Illich. Related to expansion of campuses in several directions: new students; new curricula; new programs; new structures; new movements for faculty; new space and time arrangements.

324. _____. Lifelong Learners - A New Clientele for Higher Education. San Francisco: Jossey-Bass, 1974.

Includes twenty-five essays presented at the 29th National Conference on Higher Education, 1974. Each addresses a different aspect of lifelong learners, including the education of older people; segregation of generations; European trends; business' role; proprietary school students; financing part-time students; learning contracts; modules as teaching units; performance-based evaluation systems; courses by newspaper; community college innovations; open learning plans; future trends; vouchers; credentialing; sharing of resources; counseling; collective bargaining; financial policy; and governance.

325. Verner, Coolie. A Conceptual Scheme for the Identification and Classification of Processes for Adult Education. Washington, DC: Adult Education Association of the U.S.A., 1962.

An early work, considered of prime importance by many adult educators. Certain ideas appear here for the first time; reappear in the literature often: types of institution by function:

1. institutions with adult education as their primary function;
2. institutions where adult education is an extension of the primary function; and
3. institutions for which adult education is a means to the achievement of a primary function.

Three emphases of institutions:

1. student;
2. subject; and
3. education as a means to an end.

Method-technique-device distinction: method is the relationship between institution and body of participants: group, community, individual methods. Technique: relationship of agent and participants: lecture, group discussion. Device: instruments, environmental arrangements, etc., to enhance effectiveness of techniques. "Methods of adult education develop out of a specific cultural context, cannot be transformed successfully to a different culture, and will disappear when no longer appropriate to the culture; while techniques are essentially independent of any specific cultural context and thus can be used effectively in a variety of different cultural situations and will survive longer than methods." Strong belief expressed in necessity for institutional framework; agent who makes participants learn.

326. Walton, Wesley W. New Paths for Adult Learning, Systems for the Delivery of Non Traditional Studies. Berkeley, CA: Educational Testing Service, 1972.

Argues for telecommunications and other aspects of instructional technology in the delivery of adult education. Many adults know what they want to learn, but cannot find the course they want. Technology can make courses available; can reach the adult learner where he is and when he wants it. For independent study, the greatest potential is video-cassette, coupled with packaged programs. Another medium discussed is CATV. A non-technical description of cable tv is given, including some legislative developments of importance. Problems include copyright, incompatibility of equipment, software multiplicity, and unpopularity with traditional faculties. Technology can bring education to the sick,handicapped, aged, prisoners, armed forces... Advocates establishing a technological resource, curriculum and research service center as a base for cooperative program development.

327. Warren, Jonathan R. New Paths for Adult Learning, Credit and Measurement in Non-Traditional Study. Berkeley, CA: Educational Testing Service, 1972.

Examines the system of giving credit for learning. Looks at history of degree credit system; purpose of credit system; current practices in awarding non-traditional credit, and problems in the measurement of performance and award of credit. Suggests multiplicity of certification: credit to certify completed accomplishment and to mark progress toward further educational goals. Advocates an information system to identify content, nature of experience, and level, keep records of such information. Degrees would be based on these records; different purposes could be served with same data.

328. Washington (State) Advisory Council on Community College Planning. Community Education. (Olympia): n.p., 1976.

Promotes cooperation and dialogue between community educators in the community colleges and their counterparts in the school districts, community park and recreation departments, YMCA's, YWCA's, public and private four-year institutions, vo-tech institutes, and any other sponsors of community education, to form a basis for action. Suggests specific functions for each element in the system.

329. Watkins, Beverly T. "Certification of Professionals: a Bonanza for Extension Programs." Chronicle of Higher Education, 11 April 1977, p. 8.

Continuing education for professionals is dominating college and university extension programs. This constitutes the largest area of growth in extension education today. Eleven professions have mandatory requirements for continuing education, but not all states require continuing education for all these professions. A chart showing which states require which professionals to continue their education is

included. Some professional associations have begun to certify professional continuing education activities, which are supplied by many sources other than colleges and universities. Concern for the quality of continuing education programs is expressed.

330. Watkins, Beverly T. "What Theater's the College Playing at Tonight?:" Chronicle of Higher Education, 6 December 1976, p. 6.

Example of a new community college in California, which opened in over 100 locations: golf courses, gas stations, movie houses, etc., to meet unusual growth and demand for adult education. Most of the students are part-time; this involves economical use of community facilities.

331. Weathersby, Rita. "A Synthesis of Research & Theory on Adult Development: Its Implications for Adult Learning and Postsecondary Education." Cambridge, MA: Graduate School of Education, Harvard University, 1976. (Mimeographed.)

Synthesizes research and theory about adult development to make it useful for adult education practitioners. Differentiates between life phases: periods when certain life issues or tasks are paramount, following in succession throughout life; and developmental stages: a sequence of personality organizations or mental structures each providing a qualitatively different frame of reference for experience involving patterns of perception, thought, and emotion, which must be gone through in order. Discusses the importance of learning style, a characteristic preference for certain functional modes of learning, which does not change greatly over time. Educational institutions have a particular responsibility to be conscious of life phases in their organization of instruction and the socialization processes. Also, they should become aware of different learning styles and match styles of courses provided to those of participants.

332. Weiss, Marvin W. "Community Education and Community Schools." Community Services Catalyst 4,2 (Spring 1974): 19-22.

Defines roles of community colleges and community schools in community education. Coordinates and fosters cooperation between these parts of the educational establishment. Surveyed five states; found community colleges can and do work with community schools and thereby improve service to local constituents, increase enrollment in community colleges, and increase community school participation in community education.

333. Western Interstate Commission for Higher Education. Ninth Biennial Legislative Work Conference. On Target: Key Issues of Region, State, and Campus. Boulder: WICHE, 1976. (ED 124 093)

There are two parts of this report which refer to adult education. In the section on Higher Education Issues and the Legislative Process, there are three primary issues upon which this conference focused. Of those, adult education is one. It is mentioned here that adult and continuing education has for years been treated as a stepchild of the educational establishment.

Donald McNeil argues that the issue in adult education is providing access and opportunity to citizens who "missed the educational boat or who want to get back on board." A second article in the conference is by Martha Church, President of Hood College. It is called "I Came Back: Lifelong Learning." Church also summarizes, for example, the work of the Commission on Non-Traditional Study.

334. Westervelt, Esther Manning. Barriers to Women's Participation in Post-secondary Education -- A Review of Research and Commentary as of 1973-74. Washington, DC: U.S. Government Printing Office, 1975. (NCES 75-407.) (ED 111 256)

There are real barriers to women's participation. They are a function of: institutional practices, social constraints, and individual attributes and developmental experiences. Most amenable to change now are institutional barriers. Such changes would in time reduce other barriers.

335. Whipple, James B. Community Service and Continuing Education: a Literature Review. Syracuse: Syracuse University, 1970. (Publications in Continuing Education.) (ED 038 550)

Analyzes trends and developments emerging in university programs of community education and service. Largely an annotated bibliography, with introductory essays on substance, audience and method; role of higher education in community service and continuing education; and Title I as a system for community service and continuing education.

336. Wilson, Marlene. The Effective Management of Volunteer Programs. Boulder: Volunteer Management Associates, 1976.

Excellent work on volunteerism. Best techniques of business management must be applied here. Role of managers of volunteer programs explored; motivation of volunteers examined; effect of organizational climate mentioned; planning and evaluation by MBO are stressed. Treats process of designing jobs and recruiting to fill them on paid or volunteer basis. Chapter on training. Detailed aspects of communication discussed. Stress on integration of four elements: client, staff, volunteers, and board.

337. Wirtz, Willard. The Boundless Resource: a Prospectus for an Education - Work Policy. Washington, DC: New Republic Book Co., 1975.

Key to bringing education and work closer together is in developing truly collaborative processes among those in charge of these functions, including the public. Humanity is the boundless resource; we are not running out of people, but we are not using them very well. We are bound by attitudes that characterize childhood as the time to get educated, the middle years as the time to work and old age as the time to be useless. To tap the boundless resource, we must change radically. Comprehensiveness of change needed; build on present

consensus, and use collaborative processes, especially at the local level. Eleven suggestions for change made, including the establishment of community education-work councils for the collaborative development and administration of education-work programs; compulsory career education; free up the high school time schedule -- a standard option of a break between age 16 and 20; consideration of training during unemployment periods -- at government expense entitlement plans for under-educated adults.

338. Wolfe, Gary K., and Williams, Carol Traynor. "All Education is 'Adult Education': Some Observations on Curriculum and Profession in the Seventies." AAUP Bulletin 60, 3 (Autumn 1974): 291-295.

Authors examine some developments resulting from the '60's and find changes in educational and life philosophies affecting lifelong learning. Increasing numbers of students combining work and study. Similar possibility exists for faculty members: they ought to receive credit for outreach programs and practical experience in the field, in addition to credit for scholarly efforts.

339. Yarrington, Roger, ed. New Staff for New Students. Washington, DC: American Association of Community and Junior Colleges, 1974. (ED 089 803)

Background papers for 1973 AACJC meeting. Examines question of educational opportunity, including staff development for community college faculty, particularly in the area of dealing with new kinds of students: minorities, women, and older students.

340. Ziegler, Warren L. The Future of Adult Education and Learning in the U.S. Syracuse: Educational Policy Research Center, Syracuse Research Corp., 1977.

Report of project designed to examine alternative futures. Futures are multiple because closely tied to major, unresolved issues in American culture as it moves away from powerful historical themes of industrial growth and economic and organizational aggrandizement. Ten major problems of society are listed and questions of what ought to be learned to help solve these problems and of who decides what ought to be learned are raised. Public policy should facilitate the maintenance and extension of open-ended, highly diversified, participant-directed adult learning activities, says Ziegler. Recommends:

1. development and maintenance of a robust, non-centralized, highly diversified system of adult learning;
2. enhancement of learner competencies for choice, responsibility, and decision-making;
3. increased funding;
4. information programs;
5. promotion of open-ended learning which leads to more learning; and,
6. identifying and supporting learning opportunities within setting which are least threatening to those adults who are least competent in planning and evaluating own learning.

Suggestions are made for future research.

341. Ziegler, Warren L., and Healy, Grace M. Adult Learning and the Future of Post-Secondary Education. Minneapolis, MN: Adult Education Research Conference, 1977.

Reports on futures-invention seminars (see Van de Water) held throughout the country in connection with this project.

342. Zintz, Miles V., and Bowren, Fay R. Teaching Reading in Adult Basic Education. Dubuque, IA: William C. Brown, 1977.

Sound basis in understanding physiological, financial, and environmental problems of adult learners underlies service to adults. Need for guidance emphasized, practical methods abound. Extensive bibliography.